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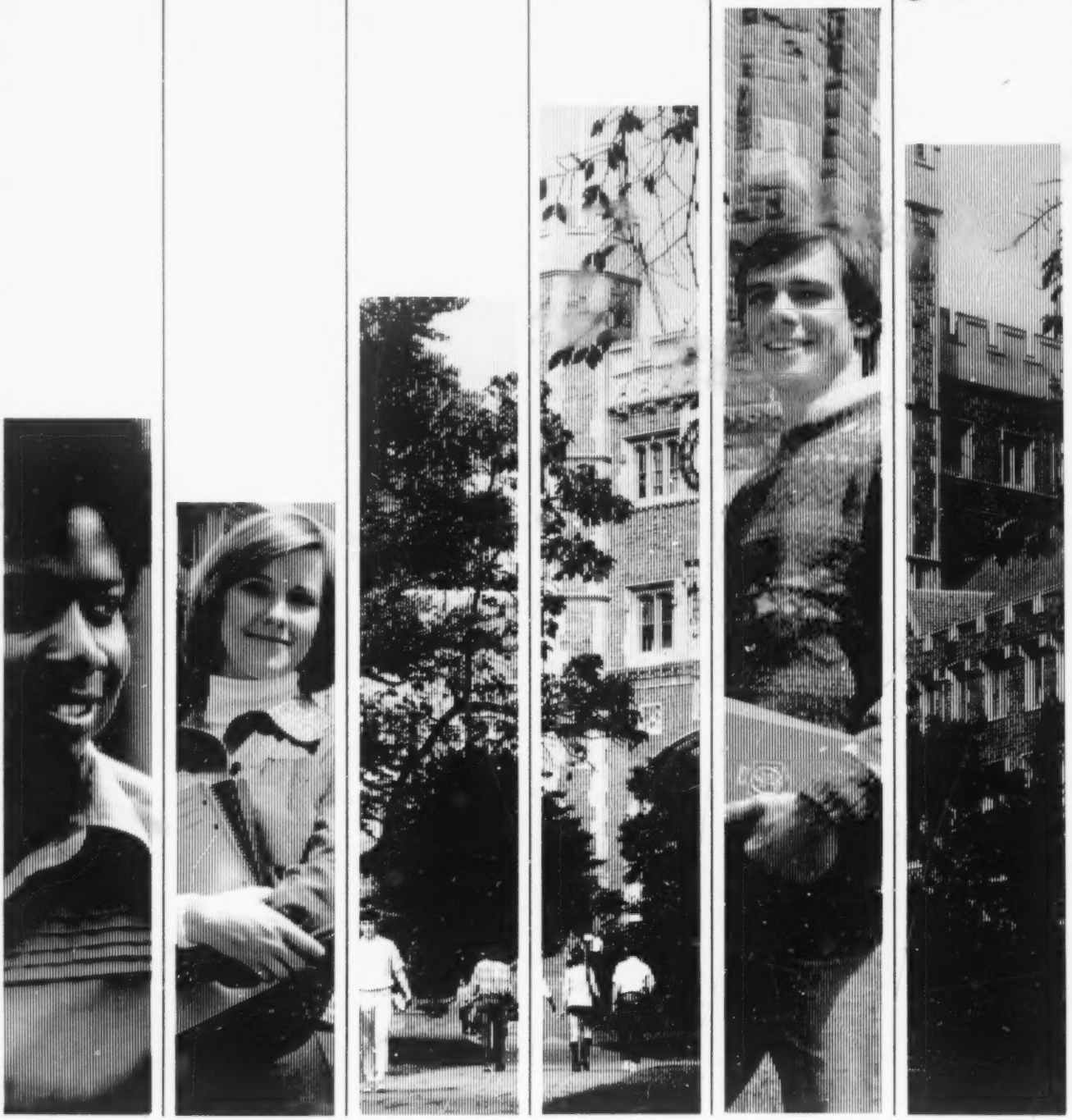

TRENDS AND CONDITIONS IN MINNESOTA POST-SECONDARY EDUCATION

MINNESOTA HIGHER EDUCATION COORDINATING BOARD

DECEMBER 1979

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TRENDS AND CONDITIONS IN MINNESOTA POST-SECONDARY EDUCATION

BY THE

MINNESOTA HIGHER EDUCATION COORDINATING BOARD

DECEMBER 1979

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INTRODUCTION

This book highlights the major trends and current conditions of Minnesota post-secondary education. It is intended to help policymakers assess post-secondary education, identify problems and issues, and provide a context for making decisions.

By analyzing key trends and conditions, policymakers will be able to evaluate how well the state is achieving its post-secondary education goals; in short, to determine whether the state is effectively meeting the educational needs of its citizens. Such a review should reveal the strengths and weaknesses of post-secondary education in Minnesota.

The Minnesota Higher Education Coordinating Board is authorized by statute to study and analyze all public and private higher education in the state and to develop plans and programs to meet needs. Underlying this responsibility is the state's commitment to achieving a set of goals for post-secondary education. The goals of Minnesota's public commitment have been expressed the past several years, either explicitly or implicitly, in reports of the Coordinating Board, by governors and legislators, and by many others concerned with public post-secondary education policies in Minnesota. These implicit goals are summarized below.

1. Minnesota should strive to provide access to post-secondary education for all its citizens.

2. Minnesota should strive to provide real choices among post-secondary education institutions to the residents of the state.

3. Minnesota should attempt to provide a diverse educational system in which systems and institutions possess different and educationally distinctive programs in a variety of settings.

4. Systems and institutions should seek to achieve the highest possible quality in all their programs.

5. Systems and institutions should use their resources efficiently and effectively.

6. Systems and institutions should ensure adequate public understanding of their missions, services and accomplishments through reports of their activities.

7. Post-secondary education must be responsive both to the educational needs of individuals and to the manpower needs of the community.

8. The state should support basic and applied research which is essential to the discovery and application of new knowledge.

9. The state should ensure adequate funding for post-secondary systems and programs.

The Coordinating Board regularly collects data on many aspects of post-secondary education. The information includes data on enrollments, financing, student transfers, faculty salaries, libraries, costs and degrees granted.

This publication uses some of these data to portray graphically the major trends and conditions. Most of the data are presented for five or ten-year periods. They are shown, in most cases, at the state level and by public and private post-secondary system. The information comes primarily from Coordinating Board reports and federal surveys.

The information is divided into five sections. They include a review of opportunities available in post-secondary education, trends in participation, costs to students and financial assistance to help them pay the costs, patterns in financing, and degrees and certificates granted. Each section contains an introduction that identifies the issues to which the data relate. Within the section, an overview precedes each graph or series of related graphs. Several highlights accompany each graph.

Post-secondary education in Minnesota developed rapidly during the past decade; appropriations increased dramatically, many new facilities were constructed and enrollments spiraled. Now, as changing demographic and economic conditions emerge, the state should evaluate carefully its efforts in providing post-secondary education so that it can use its limited resources as efficiently and effectively as possible.

This publication is the first attempt in what the Board anticipates will become a regular effort to evaluate the condition of Minnesota post-secondary education. Besides assisting planners and policymakers, the document should interest members of various post-secondary governing boards, system and institutional staff, faculty, the news media and interested citizen audiences.

SECTION I. OPPORTUNITIES

INTRODUCTION

Minnesota residents have access to a wide choice of post-secondary education opportunities. The state's four public systems of post-secondary education have 63 campuses located throughout the state; these include area vocational-technical institutes, community colleges, state universities and the University of Minnesota. More than 100 private collegiate and non-collegiate institutions also provide post-secondary programs of instruction. Three regional centers were established in 1973 to help meet the needs of residents; they are located in Rochester, Virginia, Wadena, and are administered by the Coordinating Board. A fourth center for southwestern Minnesota was authorized in 1977 and has its headquarters in Marshall. It is governed by a board composed of system heads and public members. In addition, the Community College System operates the East Central Service Center in Cambridge, and Mankato State University offers courses in Fairmont through the Prairie Lakes Extended Campus program.

Besides creating and supporting institutions, the state has pursued its goals of providing access and choice of opportunities by entering into reciprocal tuition agreements with Wisconsin, North Dakota, South Dakota and Iowa. These programs have eliminated artificial barriers and also have improved interstate cooperation and planning; in the long run they result in more economical and efficient delivery of programs to residents of participating states.

Within the state's institutions, a broad range of more than 4,300 instructional programs is available. The number and distribution of these programs in public and private collegiate institutions and AVTIs are presented. A program is defined as any sequence of courses, activities or experiences which leads to a degree or certificate (as entered on a transcript), which provides preparation for a vocation, or serves as a specialization or area of concentration. The Coordinating Board's inventory of programs includes majors, minors, concentrations, certificate or license course groupings and specializations. It includes undergraduate, graduate and professional programs. The net effect may be that the number of programs listed in the inventory is greater than what many would define as programs, most likely more than the number of majors that exist.

This section shows the location of the Minnesota post-secondary institutions and regional centers and schools in neighboring states that are available to Minnesota residents under the reciprocity agreements.

The section also includes data on participation in the reciprocity programs, and it illustrates the range of instructional programs.

A review of opportunities available shows the extent to which the institutions and programs serve residents in various regions. It also is useful in identifying where gaps in the availability of opportunities may exist.

As conditions change, the state will be challenged to maintain the quality and number of opportunities that it now provides its citizens. New enrollment and financial conditions will require policymakers to continually address how Minnesota can continue to effectively support such a large number of institutions and programs.

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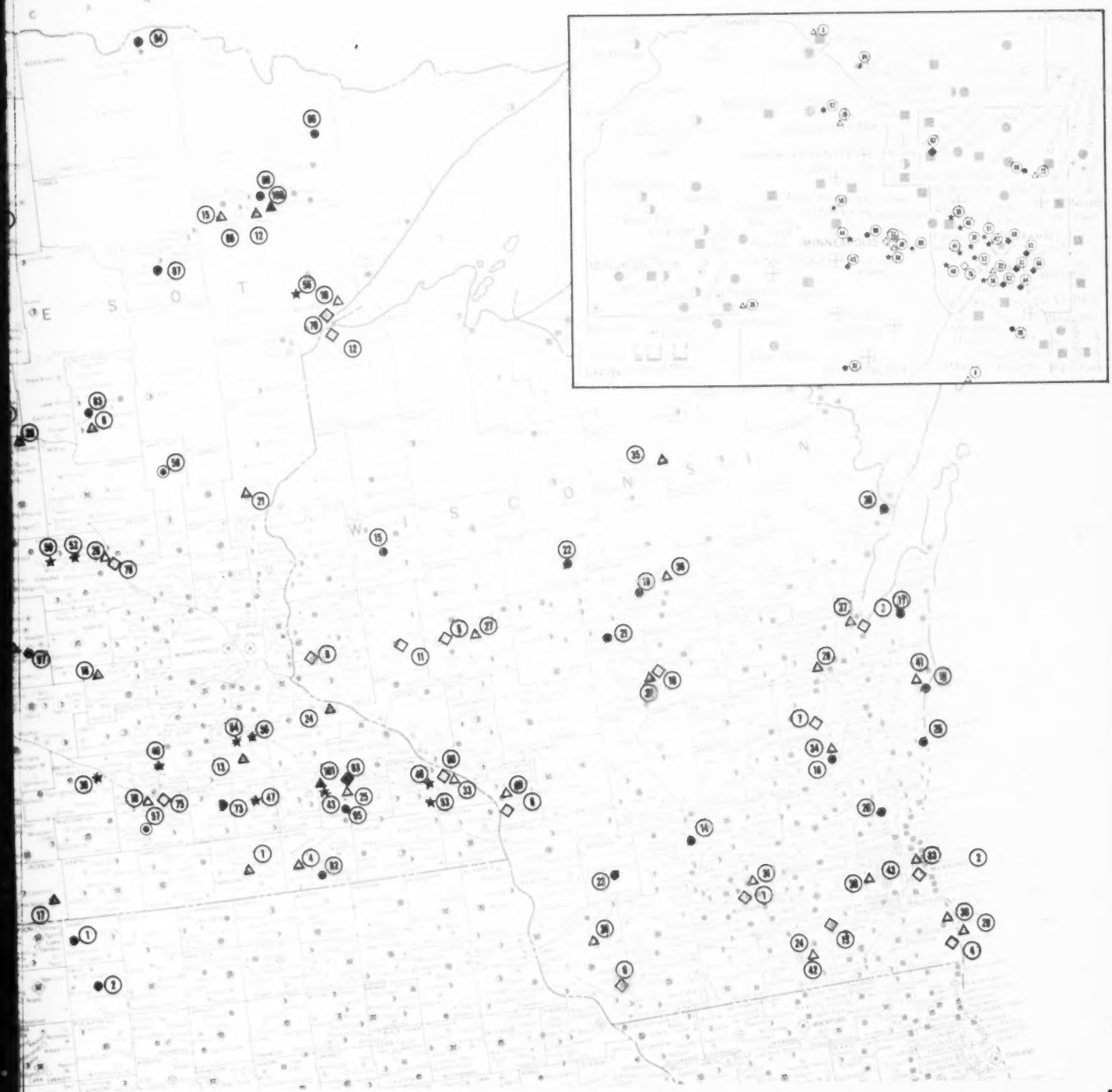


L.A.1 MAP OF POST-SECONDARY EDUCATION OPPORTUNITIES

MINNESOTA*

City	Code	Institution
Albert Lea	1	Albert Lea Area Vocational-Technical Institute
Arden Hills	35	Bethel College
Alexandria	2	Alexandria Area Vocational-Technical Institute
Anoka	3	Anoka Area Vocational-Technical Institute
Austin	4	Austin Area Vocational-Technical Institute
Austin	82	Austin Community College
Bemidji	5	Bemidji Area Vocational-Technical Institute
Bemidji	74	Bemidji State University
Bloomington	91	Normandale Community College
Brainerd	6	Brainerd Area Vocational-Technical Institute
Brainerd	83	Brainerd Community College
Brooklyn Park	29	Suburban Hennepin County Area Vocational-Technical Institute, North Campus
Brooklyn Park	92	North Hennepin Community College
Canby	7	Canby Area Vocational-Technical Institute
Collegeville	52	St. John's University
Coon Rapids	81	Anoka-Ramsey Community College
Crookston	69	University of Minnesota, Crookston Technical College
Detroit Lakes	9	Detroit Lakes Area Vocational-Technical Institute
Duluth	10	Duluth Area Vocational-Technical Institute
Duluth	55	College of St. Scholastica
Duluth	70	University of Minnesota, Duluth
East Grand Forks	11	East Grand Forks Area Vocational-Technical Institute
Eden Prairie	29	Suburban Hennepin County Area Vocational-Technical Institute, South Campus
Ely	96	Vermilion Community College
Eveleth	12	Eveleth Area Vocational-Technical Institute
Faribault	13	Faribault Area Vocational-Technical Institute
Fergus Falls	84	Fergus Falls Community College
Golden Valley	59	Golden Valley Lutheran College
Grand Rapids	87	Itasca Community College
Granite Falls	14	Granite Falls Area Vocational-Technical Institute
Hibbing	15	Hibbing Area Vocational-Technical Institute
Hibbing	85	Hibbing Community College
Hutchinson	16	Hutchinson Area Vocational-Technical Institute
International Falls	94	Rainy River Community College
Inver Hills	86	Inver Hills Community College
Jackson	17	Jackson Area Vocational-Technical Institute
Mankato	18	Mankato Area Vocational-Technical Institute
Mankato	57	Bethany Lutheran College
Mankato	75	Mankato State University
Marshall	79	Southwest State University
Marshall	102	Southwest West-Central Consortium
Minneapolis	19	Minneapolis Area Vocational-Technical Institute
Minneapolis	34	Augsburg College
Minneapolis	44	Minneapolis College of Art and Design
Minneapolis	45	North Central Bible College
Minneapolis	60	St. Mary's Junior College
Minneapolis	72	University of Minnesota, Twin Cities
Minneapolis	90	Minneapolis Community College
Moorhead	20	Moorhead Area Vocational-Technical Institute
Moorhead	37	Concordia College
Moorhead	77	Moorhead State University
Morris	71	University of Minnesota, Morris
New Brighton	67	United Theological Seminary
New Ulm	39	Dr. Martin Luther College

*does not include private vocational schools.

City	Code	Institution
Northfield	36	Carleton College
Northfield	54	St. Olaf College
Onamia	58	Crosier Seminary
Owatonna	47	Pillsbury Baptist College
Pine City	21	Pine City Area Vocational-Technical Institute
Pipestone	22	Pipestone Area Vocational-Technical Institute
Red Wing	24	Red Wing Area Vocational-Technical Institute
Rochester	25	Rochester Area Vocational-Technical Institute
Rochester	43	Minnesota Bible College
Rochester	63	Mayo Medical School
Rochester	95	Rochester Community College
Rochester	101	HECB Regional Center
Rosemount	8	Dakota County Area Vocational-Technical Institute
St. Cloud	26	St. Cloud Area Vocational-Technical Institute
St. Cloud	78	St. Cloud State University
St. Paul	27	St. Paul Area Vocational-Technical Institute
St. Paul	38	Concordia College
St. Paul	41	Hamline University
St. Paul	42	Macalester College
St. Paul	46	Northwestern College
St. Paul	48	St. Paul Bible College
St. Paul	51	College of St. Catherine
St. Paul	56	College of St. Thomas
St. Paul	61	Bethel Seminary
St. Paul	62	Luther Theological Seminary
St. Paul	64	Northwestern Theological Seminary
St. Paul	65	Northwestern College of Chiropractic
St. Paul	66	St. Paul Seminary
St. Paul	68	William Mitchell College of Law
St. Paul	76	Metropolitan State University
St. Joseph	50	College of St. Benedict
St. Peter	40	Gustavus Adolphus College
Staples	28	Staples Area Vocational-Technical Institute
Thief River Falls	30	Thief River Falls Area Vocational-Technical Institute
Thief River Falls	93	Northland Community College
Virginia	89	Mesabi Community College
Virginia	100	HECB Regional Center
Wadena	31	Wadena Area Vocational-Technical Institute
Wadena	99	HECB Regional Center
Waseca	73	University of Minnesota, Waseca Technical College
White Bear Lake	23	Ramsey-Washington Area Vocational-Technical Institute
White Bear Lake	88	Lakewood Community College
Willmar	32	Willmar Area Vocational-Technical Institute
Willmar	97	Willmar Community College
Winona	33	Winona Area Vocational-Technical Institute
Winona	49	College of St. Teresa
Winona	53	St. Mary's College
Winona	80	Winona State University
Worthington	98	Worthington Community College

WISCONSIN

City/County	Code	Institution
Appleton	28	Fox Valley Technical Institute
Baraboo-Sauk Co.	14	University Center
Barron Co.	15	University Center
Eau Claire	5	University of Wisconsin
Eau Claire	27	District One Technical Institute
Fennimore	38	Southwest Wisconsin Vocational Institute
Fond du Lac	16	University Center
Fond du Lac	34	Moraine Park Technical Institute
Fox Valley	17	University Center
Green Bay	3	University of Wisconsin
Green Bay	37	Northeast Wisconsin Technical Institute
Janesville	42	Blackhawk Technical Institute
Kenosha	4	University of Wisconsin, Parkside
Kenosha	29	Gateway Technical Institute
LaCrosse	6	University of Wisconsin
LaCrosse	40	Western Wisconsin Technical Institute
Madison	1	University of Wisconsin
Madison	31	Madison Area Technical College
Manitowoc Co.	18	University Center
Manitowoc Co.	41	Lakeshore Technical Institute
Marathon Co.	19	University Center
Marinette Co.	20	University Center
Marshfield-Wood Co.	21	University Center
Medford	22	University Center
Menomonie	11	Stout State University
Milwaukee	2	University of Wisconsin
Milwaukee	33	Milwaukee Area Technical College
Oshkosh	7	University of Wisconsin
Platteville	8	University of Wisconsin
Racine	30	Gateway Technical Institute
Rhinelander	35	Nicolet College and Technical Institute
Richland	23	University Center
River Falls	9	University of Wisconsin
Rock Co.	24	University Center
Sheboygan Co.	25	University Center
Stevens Point	10	University of Wisconsin
Superior	12	University of Wisconsin
Washington Co.	26	University Center
Waukesha Co.	43	University Center
Waukesha Co.	39	Waukesha County Technical Institute
Whitewater	13	University of Wisconsin
Wisconsin Rapids	32	Mid-State Technical Institute

NORTH DAKOTA

City	Code	Institution
Bottineau	6	North Dakota State University
Dickinson	1	Dickinson State College
Fargo	5	North Dakota State University
Grand Forks	7	University of North Dakota
Mayville	2	Mayville State College
Minot	3	Minot State College
Wahpeton	4	North Dakota State School of Science
Valley City	8	Valley State College

SOUTH DAKOTA

City	Code	Institution
Aberdeen	3	Northern State College
Brookings	5	South Dakota State University
Madison	2	Dakota State College
Rapid City	4	South Dakota School of Mines and Technology
Spearfish	1	Black Hills State College
Springfield	7	University of South Dakota
Vermillion	6	University of South Dakota

IOWA

City	Code	Institution
Estherville	1	Iowa Lakes Community College
Emmetsburg	2	Iowa Lakes Community College
Sheldon	3	Northwest Iowa Vocational School

NUMBER OF INSTITUTIONS WITHIN 35 MILES OF MINNESOTA COMMUNITIES

The Higher Education Coordinating Board in 1969 and 1977 adopted guidelines for use in determining the need for new post-secondary education institutions and services. The current guidelines, adopted in December 1977, state that a post-secondary educational institution should be located within 35 miles of every Minnesota community with a population of 5,000 or more; and an institution which offers at least the first two years of collegiate studies leading to a baccalaureate degree should be located within 20 miles of every Minnesota community with a population of 10,000 or more. When a request is made for additional post-secondary services in a region, the Board recommends that several factors be used to determine the extent to which the need exists and to evaluate alternative means of addressing substantiated needs. These additional factors range from historical and current participation in post-secondary education to the costs of expanded services.

The chart on the opposite page shows the number of post-secondary institutions within 35 miles of Minnesota communities larger than 10,000, between 5,000 and 10,000 and under 5,000 people. Institutions covered under Minnesota's reciprocal tuition programs are included as well as public and private Minnesota institutions. The shaded asterisks indicate that the institution is located in the town listed.

I.A.2 NUMBER OF POST-SECONDARY INSTITUTIONS WITHIN 35 MILES[1]

	Public Four-Year	Private Four-Year	Community College/Public Two-Year	AVTIs	Private Two-Year	Private Proprietary
Population >10,000[2]						
Duluth	**	*		*		***
Rochester		*	*	*		*
St. Cloud	*	**		*		***
Mankato	*	**	*	*	*	***
Moorhead	**	*		*		*
Winona	**	*		*		
Austin			*	**		*
Albert Lea		*	**	**		*
Faribault		**	*	*		*
Hibbing			****	***		***
Owatonna		***	*	**		**
New Ulm	*	**		*	*	***
Willmar			*	*		
Virginia			**	**		**
Fergus Falls			*			*
Brainerd			*	*		*
Bemidji	*			*		
Fairmont				*		
Red Wing	*			*		
Northfield		***		*		*
Population 5,000-10,000						
Marshall	*			*		
Worthington			*			
Cloquet	**	*		*		*
Thief River Falls			*	*		
St. Peter	*	**		*	*	***
Crookston	*		*	*		
Hutchinson				*		
East Grand Forks	*		*	*		
Little Falls	*		*	**		****
North Mankato	*			*	*	***
Grand Rapids			**	*		*
Alexandria				*		
Waseca	*	*	*	***	*	*****
International Falls			*			
Chisholm			*	*		*
Detroit Lakes				*		
Montevideo				*		
Morris	*					
Pipestone				*		
Litchfield			*	**		
Sauk Rapids	*			*		***
Population <5,000[2]						
Ely			*			
Eveleth			**	**		**
Wadena				**		
Jackson				*		
Granite Falls				*		
Staples				**		
Pine City				*		
Canby	*			*		
St. Joseph	*	**		*		***
Onamia					*	
Collegeville	*	**		*		***

[1] Post-secondary institutions within states with whom Minnesota has reciprocity agreements are included.

[2] Source: **1970 Census of Population, Characteristics of the Population, Minnesota.**

RECIPROCAL TUITION PROGRAMS

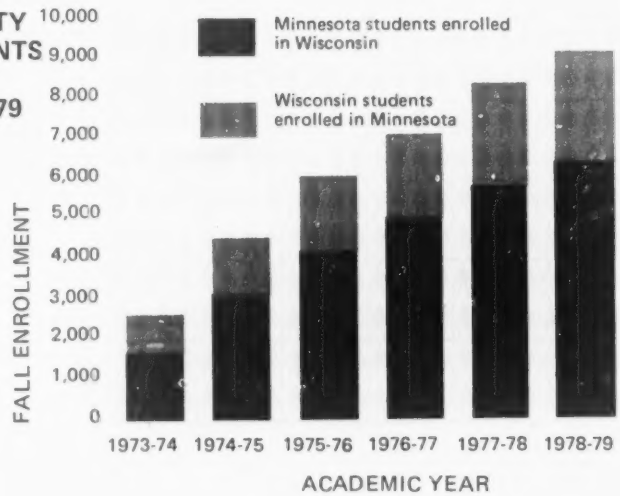
An examination of participation in reciprocity programs shows the number of students from Minnesota who are taking advantage of opportunities to attend eligible public institutions in the neighboring states, and it indicates the extent to which students from Wisconsin, North Dakota and South Dakota are attending Minnesota schools. In addition, it measures the flow of participation of students in and out of Minnesota under the agreements over time.

I.B.1 MINNESOTA-WISCONSIN RECIPROCITY AGREEMENT – NUMBER OF STUDENTS ENROLLED, FALL TERM, ACADEMIC YEARS 1973-74 TO 1978-79

1. The number of Minnesota students enrolled in Wisconsin institutions under reciprocity between 1973-74 and 1978-79 more than tripled, increasing from 1,697 students to 6,334 students.

2. The number of Wisconsin students enrolled in Minnesota institutions under reciprocity tripled between 1973-74 and 1978-79, increasing from 904 to 2,888 students.

3. Minnesota had a net outflow of 3,446 students to Wisconsin institutions under reciprocity in 1978-79.



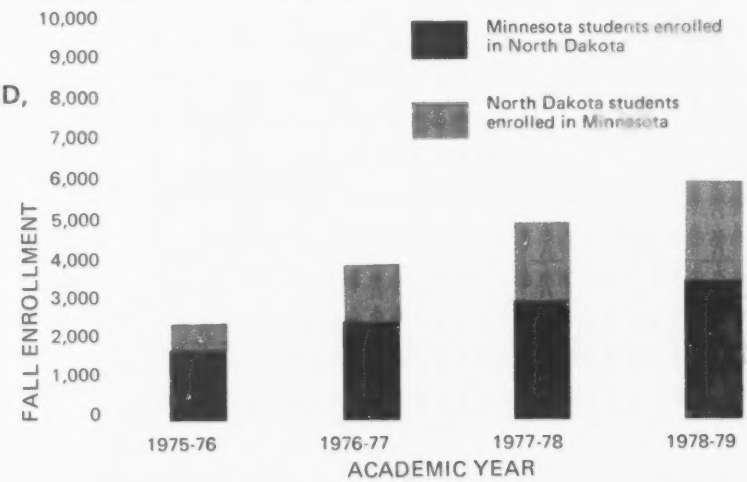
Source: MHECB

I.B.2 MINNESOTA-NORTH DAKOTA RECIPROCITY AGREEMENT – NUMBER OF STUDENTS ENROLLED, FALL TERM, ACADEMIC YEARS 1975-76 TO 1978-79

1. The number of Minnesota students enrolled in North Dakota post-secondary institutions under reciprocity grew by 97 percent between 1975-76 and 1978-79, increasing from 1,783 students to 3,506 students.

2. The number of North Dakota students enrolled in Minnesota post-secondary education institutions almost tripled during the period, increasing from 847 students in 1975-76 to 2,419 students in 1978-79.

3. Minnesota had a net outflow of 1,087 students to North Dakota institutions in 1978-79.

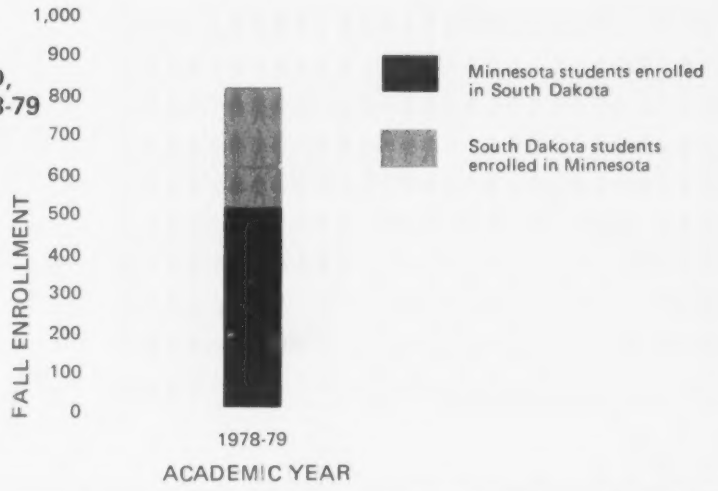


Source: MHECB

I.B.3 MINNESOTA-SOUTH DAKOTA RECIPROCITY AGREEMENT – NUMBER OF STUDENTS ENROLLED, FALL TERM, ACADEMIC YEAR 1978-79

1. In academic year 1978-79, 487 Minnesota students enrolled in South Dakota post-secondary institutions under tuition reciprocity while 310 South Dakota students enrolled in Minnesota institutions under the agreement.

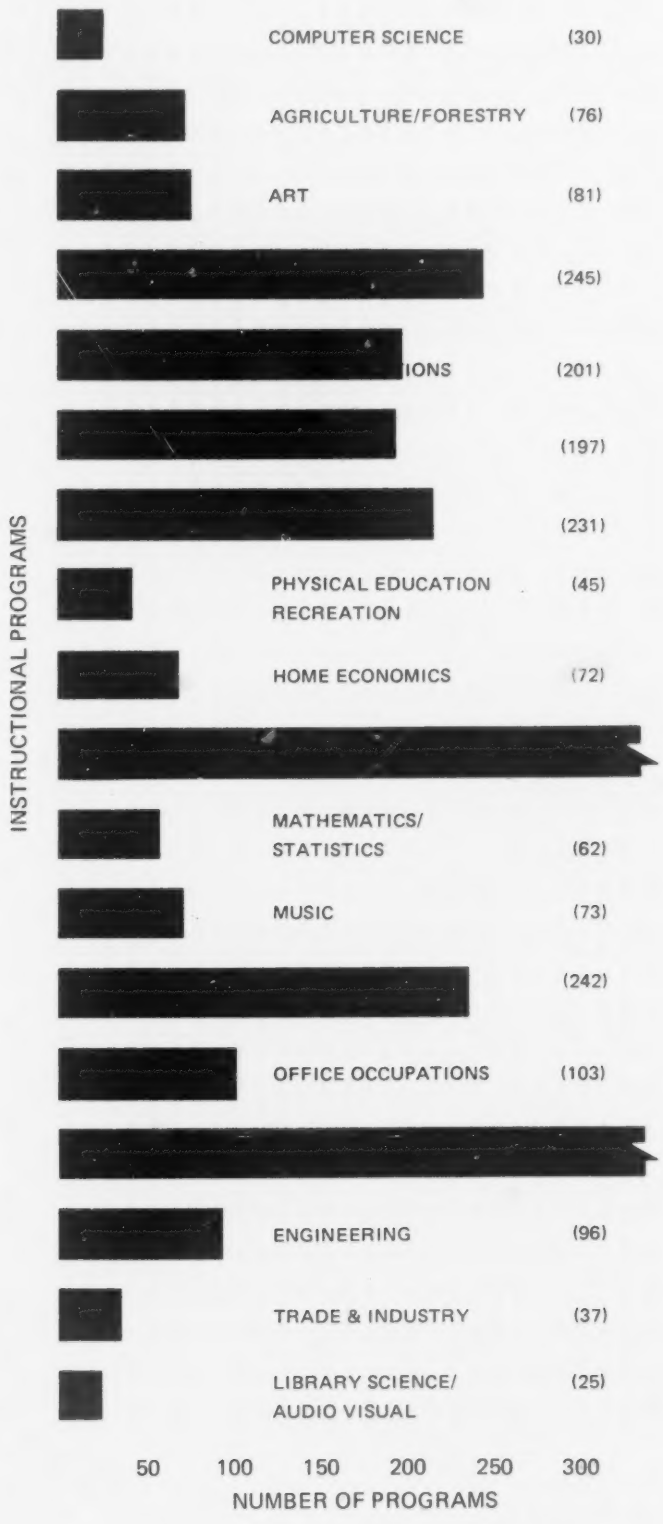
Source: MHECB



INSTRUCTIONAL PROGRAMS

A review of the number and distribution of instructional programs shows the range of opportunities in major subject categories available to Minnesota students. The state's colleges offer occupational and vocational programs, and these are included in the graph for collegiate schools. The vocational programs presented in this section are for area vocational-technical institutes only and do not include private institutions.

I.C.1 NUMBER AND DISTRIBUTION OF MAJOR AND MINOR INSTRUCTIONAL PROGRAMS, PUBLIC AND PRIVATE COLLEGIATE INSTITUTIONS, 1978-1979



1. There were 3,299 fields of study in collegiate institutions in Minnesota in which students could obtain a major or minor degree or certificate during 1978-1979.

2. The largest number of programs was found in education, 909. This represented almost 28 percent of all programs.

3. The second largest area of study was the social sciences which included 574 possible majors or minors.

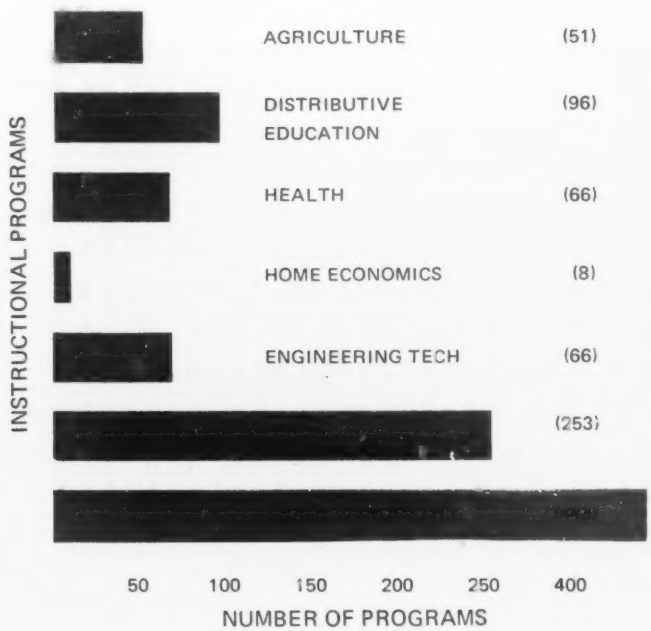
Source: MHECB Program Inventory

I.C.2 NUMBER AND DISTRIBUTION OF INSTRUCTIONAL PROGRAMS BY SUBJECT CATEGORY IN AREA VOCATIONAL-TECHNICAL INSTITUTES, 1978-1979

1. There were 985 programs in Minnesota's area vocational-technical institutes in 1978-1979.

2. Programs categorized as trade and industry comprised 445 programs, or more than 45 percent of all programs.

Source: MHECB Program Inventory



SECTION II. PARTICIPATION

INTRODUCTION

The number and types of students participating in Minnesota post-secondary education indicate the demand for and access to post-secondary education. This section presents enrollment trends. By reviewing measures of participation, policymakers can analyze who is benefitting from the opportunities that are available in Minnesota post-secondary education and who is not being served.

Enrollments are a basic measure of participation in post-secondary education; the data show how many students attend post-secondary institutions, what types of students enroll, where they enroll, the mode of enrollment and provide the basis for projecting how many students will enroll in future years.

This section begins by examining total enrollment trends at the state level, by sector (either public or private), by type (collegiate or vocational), and by each system. It then breaks down total enrollments by resident and non-resident, full-time and part-time, undergraduate and graduate, male and female. Other characteristics presented are the age distribution, enrollment by racial/ethnic backgrounds, the participation rates of new entering freshmen and the high school rank and aptitude scores of new entering freshmen who participated in the Statewide Testing Program. In addition, the section contains enrollment projections for 1980 to 2000.

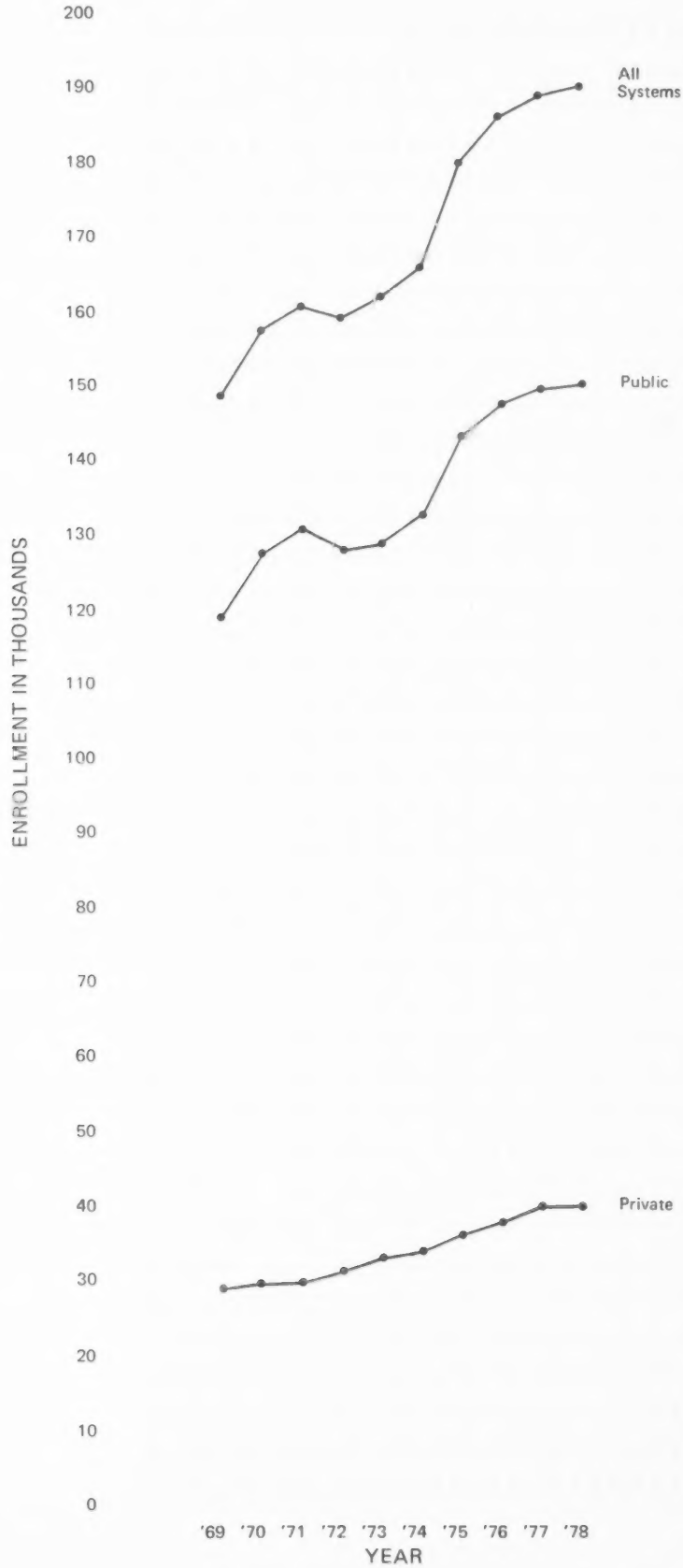
Participation trends affect virtually all aspects of post-secondary education. That is, enrollment characteristics are related closely to how much the state invests in post-secondary education, the number and types of programs it offers, the facilities it operates, the faculty it supports, the prices it charges and the financial aid it provides to students. A review of these trends will aid in evaluating the effects of various state programs and policies.

How to respond to changes in participation such as stable or falling enrollments is one of the biggest challenges facing Minnesota post-secondary education. As enrollments decrease, state fiscal and program policies may require comprehensive review and modification. The future enrollment trends indicate that all systems will experience a decline. However, the timing and extent of future enrollment decreases will affect systems, institutions and programs differently, depending on their mission, geographic location and mix of programs. A review of enrollment patterns and projections will assist in evaluating the state's past efforts to meet the needs of its citizens and in planning for the future.

TOTAL FALL HEADCOUNT ENROLLMENT

Fall headcount enrollment over time provides a useful measure for observing trends in total enrollment and the changing distribution of students among the various public and private institutions. Total fall headcount enrollment represents the enrollment for on-campus students enrolled for credit as of the 10th day of classes fall term. Extension students are not included. The total includes both full-time and part-time students. The graphs below do not include enrollments for the private vocational schools because inconsistencies in reporting during the period make accurate comparisons difficult.

II.A.1 TOTAL FALL HEADCOUNT ENROLLMENT, 1969-1978, ALL SYSTEMS*



1. Total headcount enrollment in Minnesota post-secondary education institutions increased by almost 28 percent, or 41,436 students, between fall 1969 and fall 1978.

2. Total headcount enrollment in public systems of post-secondary education increased 26 percent, or 30,982 students, in the 10-year period.

3. Total headcount enrollment in private collegiate institutions grew by 35.4 percent, or 10,454 students, between 1969 and 1978.

4. Total enrollment increased by more than 19 percent, or 30,612 students, between 1972 and 1978.

*does not include private vocational schools.

Source: MHECB Enrollment Surveys.

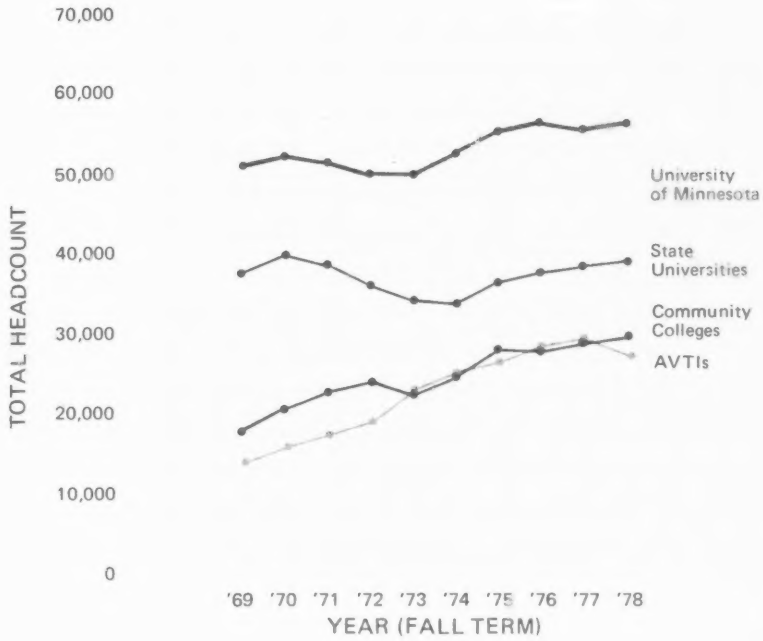
II.B.1 TOTAL FALL HEADCOUNT ENROLLMENT, 1969-1978, BY PUBLIC SYSTEM*

1. The public community colleges experienced continuous increases in total headcount enrollment between fall 1969 and 1978.

2. The University of Minnesota and state universities, the four-year public collegiate systems, experienced fluctuations in total headcount enrollment between 1969 and 1978.

3. Headcount enrollment in the State University System peaked in 1970; total headcount enrollment in the University of Minnesota peaked in 1976.

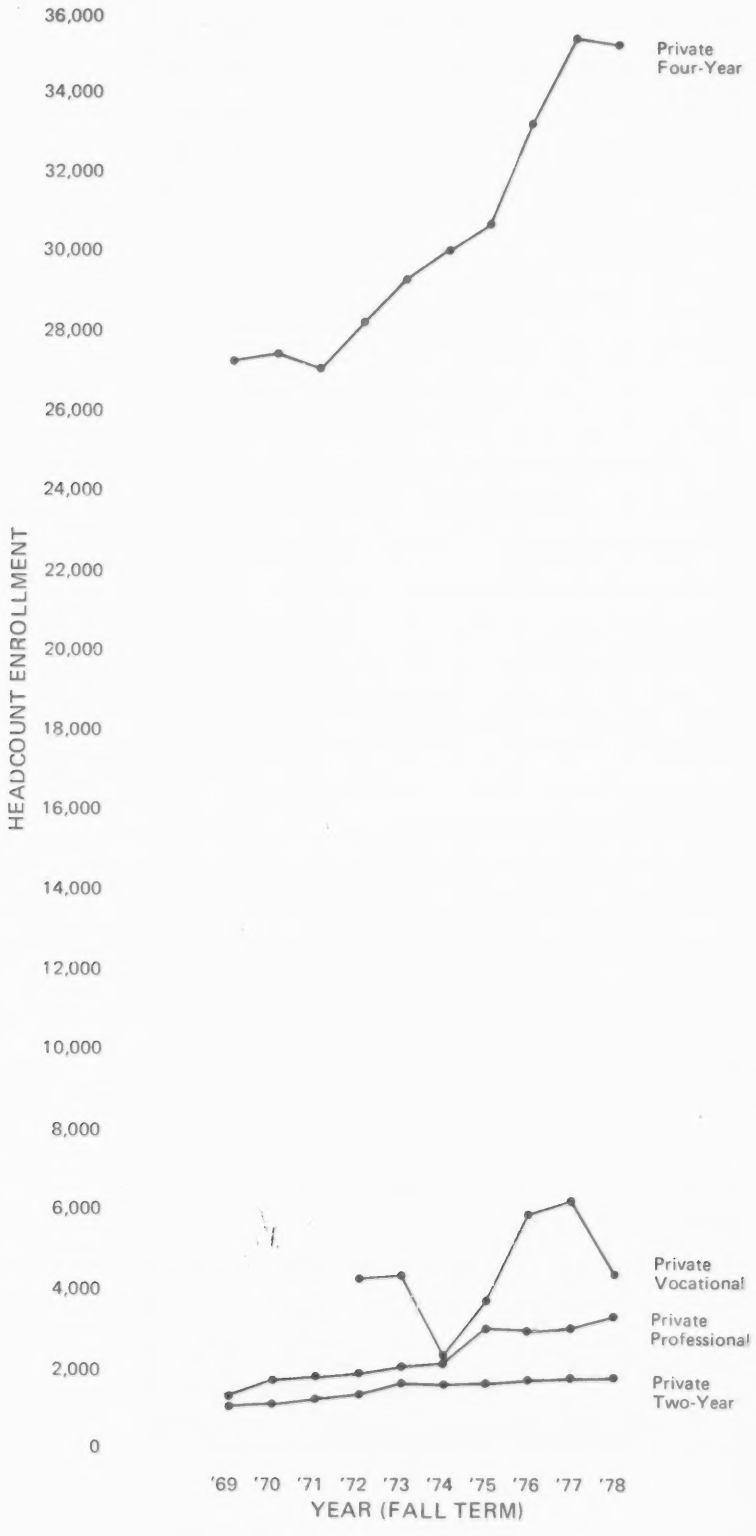
4. Fall headcount enrollment in the area vocational-technical institutes increased between 1969 and 1977, but declined for the first time in 1978.



*does not include private vocational schools.

Source: MHECB Enrollment Surveys.

II.C.1 TOTAL FALL HEADCOUNT ENROLLMENT, 1969-1978, BY PRIVATE SYSTEM



1. Total headcount enrollment in Minnesota's private four-year institutions grew by 30 percent, or 8,200 students, between fall 1971 and 1977.

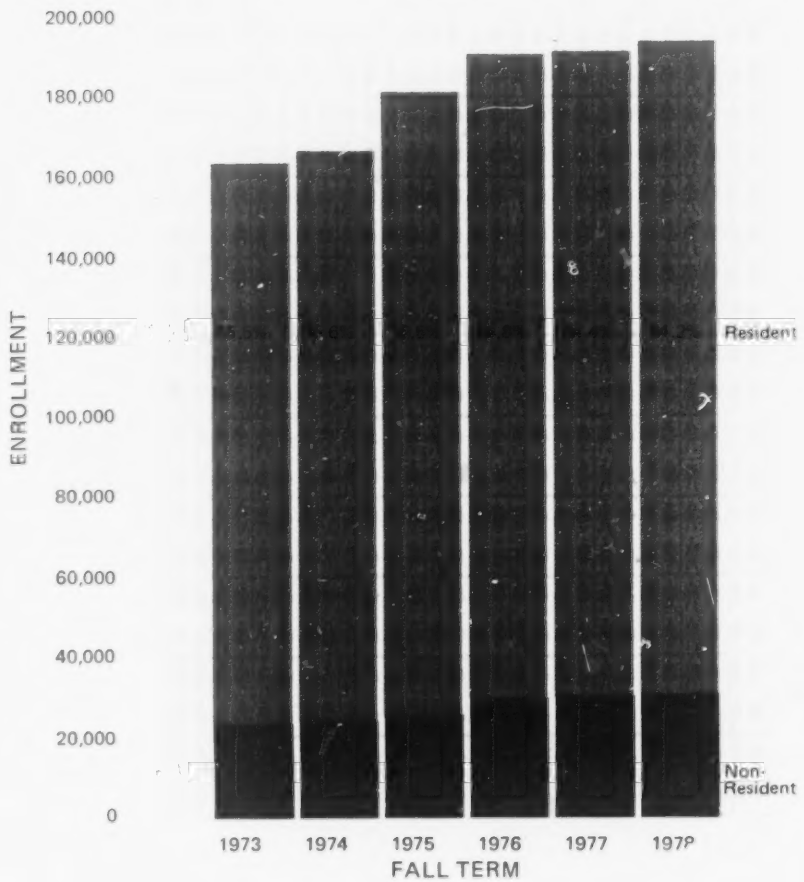
2. Total headcount enrollment in the private professional schools increased by 146 percent, or 1,873 students, between 1969 and 1978.

Source: MHECB Enrollment Surveys.

RESIDENT AND NON-RESIDENT HEADCOUNT ENROLLMENT

A review of the distribution of non-resident students and resident students in state post-secondary institutions over time indicates the extent to which students from outside Minnesota are enrolling in state institutions. Such a review also shows how choices made by residents on where to attend post-secondary education are changing. It is not possible to obtain an accurate count of the number of Minnesota students who enroll in non-Minnesota institutions with the exception of those students who are participating in the state's tuition reciprocity programs.

II.D.1 RESIDENT AND NON-RESIDENT HEADCOUNT ENROLLMENT, 1973-1978, ALL SYSTEMS



1. The proportion of resident to non-resident students enrolled in all systems of Minnesota post-secondary education remained relatively stable between 1973 and 1978.

2. Enrollment of non-resident students increased by 29 percent, or 6,894 students, between 1973 and 1978.

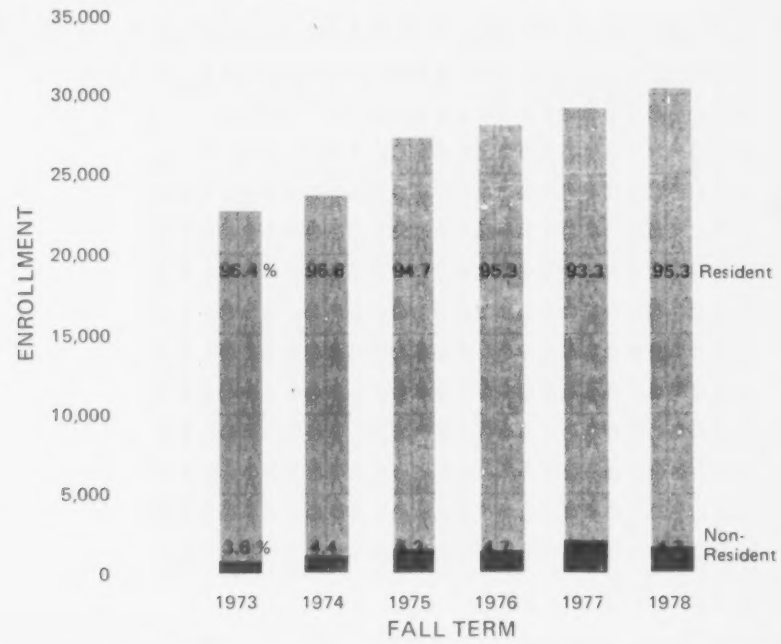
3. Enrollment of resident students grew by 16.5 percent, or 23,091 students, during the period.

4. In 1978, 30,583 students, or 15.8 percent of total headcount enrollment, were not Minnesota residents.

Source: MHECB Enrollment Surveys.

II.E.1-E.5 RESIDENT AND NON-RESIDENT HEADCOUNT ENROLLMENT, 1973-1978, BY SYSTEM

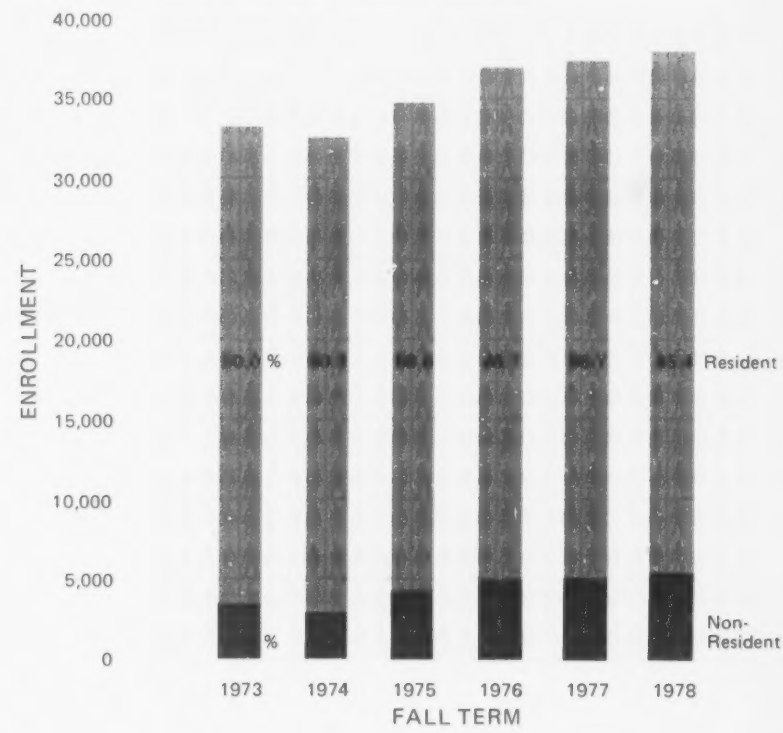
II.E.1 COMMUNITY COLLEGE SYSTEM



1. The proportion of non-resident students enrolled in the state community colleges fluctuated between 1973 and 1978, with a low of 3.6 percent recorded in 1973 and a high of 6.7 percent in 1977.

Source: MHECB Enrollment Surveys

II.E.2 STATE UNIVERSITY SYSTEM



1. The proportion of non-resident students enrolled in the state universities increased from 9.8 percent of the total enrollment in 1974 to 14.6 percent in 1978.

2. The number of non-resident students enrolled in the state universities increased by 69 percent, or 2,267 students, between 1973 and 1978.

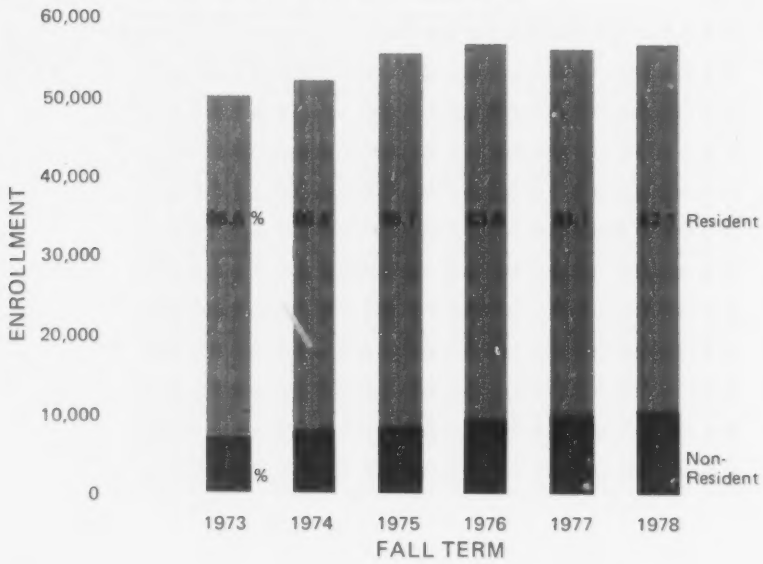
Source: MHECB Enrollment Surveys

II.E.3 UNIVERSITY OF MINNESOTA

1. The proportion of non-resident students enrolled in the University of Minnesota increased every year between 1973 and 1978.

2. The number of non-resident students enrolled in the University of Minnesota rose by 49 percent, or 3,264 students, between 1973 and 1978.

Source: MHECB Enrollment Surveys.

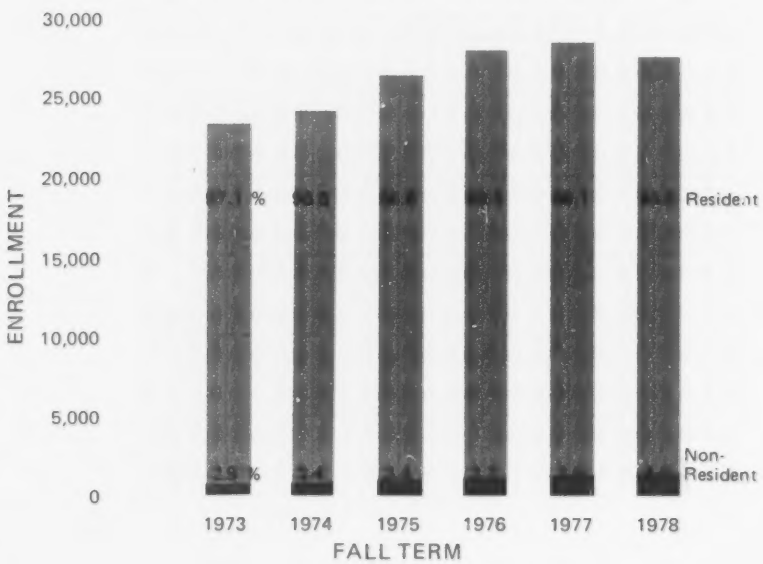


II.E.4 AREA VOCATIONAL-TECHNICAL INSTITUTES

1. The proportion of non-resident students enrolled in the state's area vocational-technical institutes increased from 2.9 percent in 1973 to 4.5 percent in 1978.

2. Although total headcount enrollment in the AVTIs declined between 1977 and 1978, the number of non-resident students enrolling increased.

Source: MHECB Enrollment Surveys



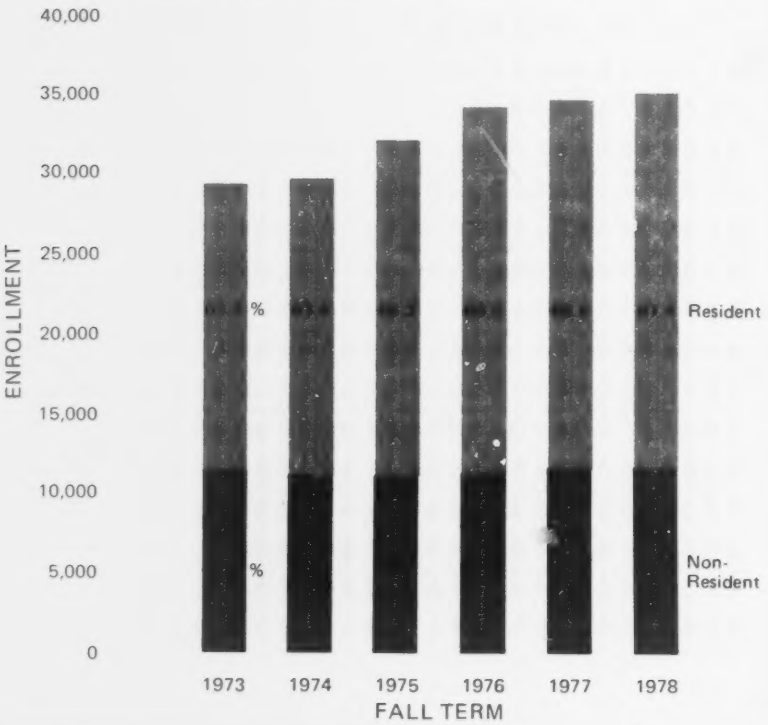
1. The proportion of non-resident students enrolled in Minnesota's private four-year colleges declined from 38.3 percent of the system's headcount enrollment in 1973 to 32.6 percent in 1978.

2.The number of non-resident students enrolled in the private four-year colleges remained relatively stable between 1973 and 1978.

3. The number of resident students enrolled in the private four-year colleges increased by 5,675 students between 1973 and 1978.

Source: MHECB Enrollment Surveys

II.E.5 PRIVATE FOUR-YEAR COLLEGES



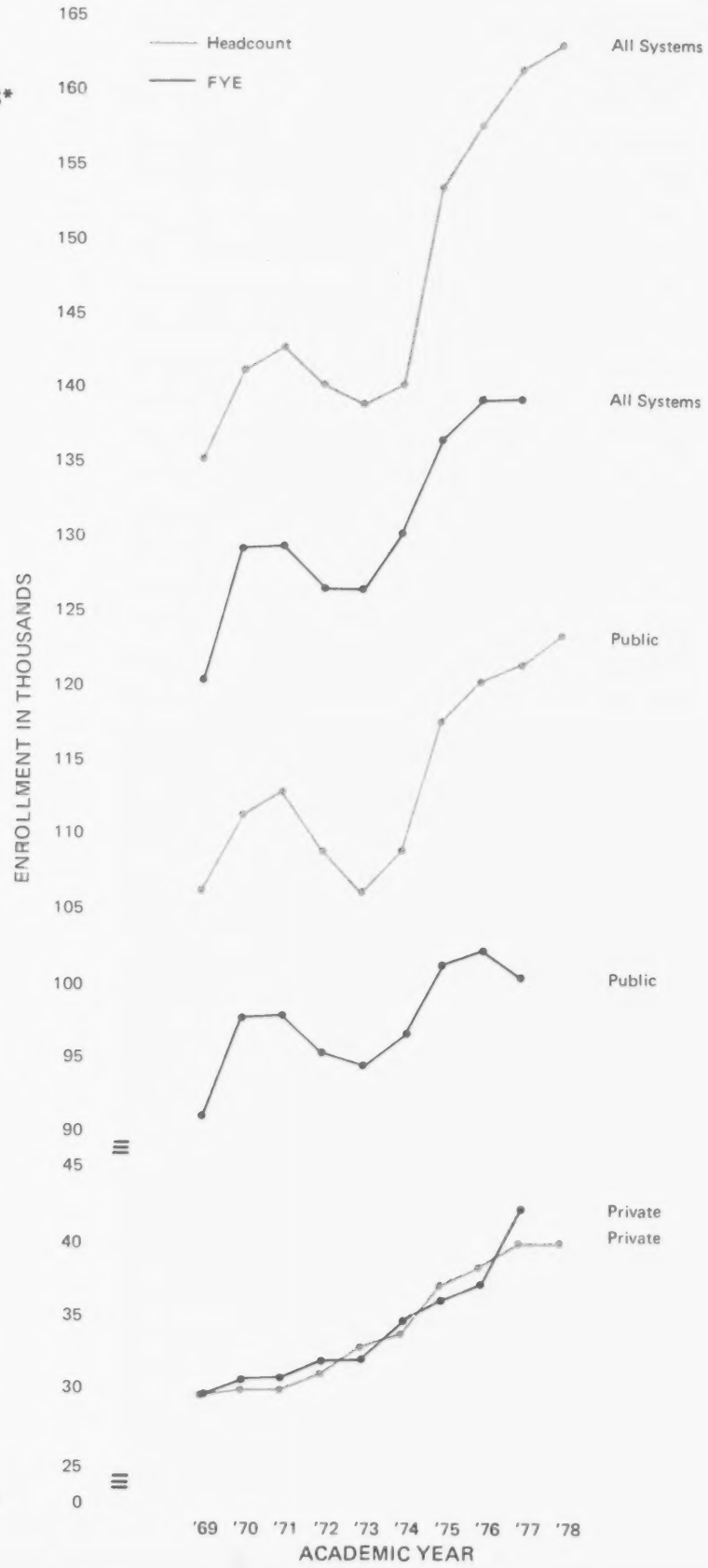
HEADCOUNT AND FULL-YEAR EQUIVALENT ENROLLMENT

Full-year equivalent enrollment is a significant measure of participation because it is the basis for most funding of post-secondary education. Total full-year equivalent enrollment counts result from dividing the total number of credit hours generated that year by the normal full-time credit hour load at an institution.

Total headcount enrollment is simply a body count of the number of students enrolled on the 10th day of fall term; it includes both full-time and part-time students. Headcount enrollment provides no information on the volume of instructional activity. Although some support costs are related to the number of students, the majority of costs borne by an institution are based on the volume of instructional activity as measured by student credit hours.

It is possible for full-year equivalent enrollment to decline and funding to decrease while headcount enrollment is increasing; this is particularly true if increasing numbers of students enroll part-time causing the average credit hour load to decline.

II.F.1 HEADCOUNT AND FULL-YEAR EQUIVALENT ENROLLMENT, 1969-70 TO 1978-79, PUBLIC AND PRIVATE COLLEGIATE SYSTEMS*



1. Total headcount enrollment for all Minnesota collegiate systems of post-secondary education increased by 20.4 percent between 1969 and 1978 while full-year equivalent enrollment grew by 15.1 percent.

2. The relationship between total headcount enrollment and full-year equivalent enrollment in the private collegiate systems of post-secondary education between 1969 and 1978 remained fairly stable with headcount and full-year equivalent enrollments about equal.

3. Full-year equivalent enrollment was 86 percent of total headcount enrollment in the public collegiate systems in 1969-70; in 1977-78 full-year equivalent enrollment was 82.5 percent of total headcount enrollment.

*for private institutions, fall term FTE.
Source: MHECB Enrollment Surveys, Public system offices.

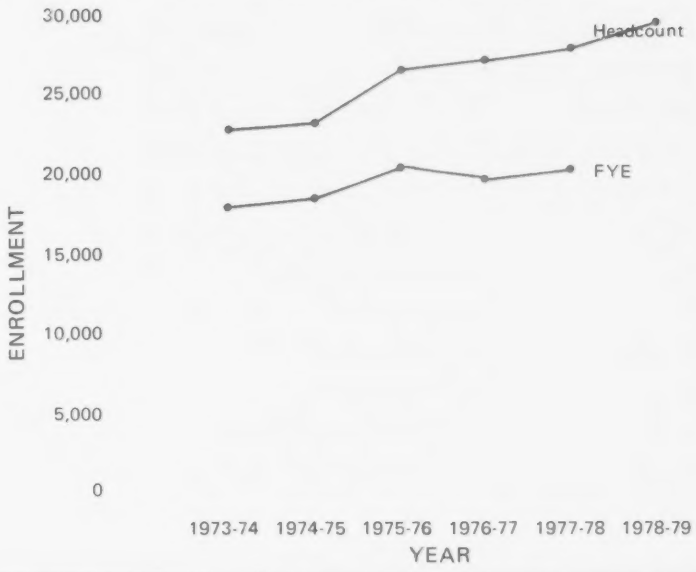
II.G.1-G.4 HEADCOUNT AND FULL-YEAR EQUIVALENT ENROLLMENT, 1974-1978, BY SYSTEM

1. Total headcount enrollment in the state's community colleges increased by 25.9 percent between 1974 and 1978 while full-year equivalent enrollment grew by 14.2 percent.

2. Full-year equivalent enrollment in the state community colleges remained stable between academic year 1976 and 1978; total fall term headcount enrollment increased by approximately 5 percent.

Source: State Board for Community Colleges

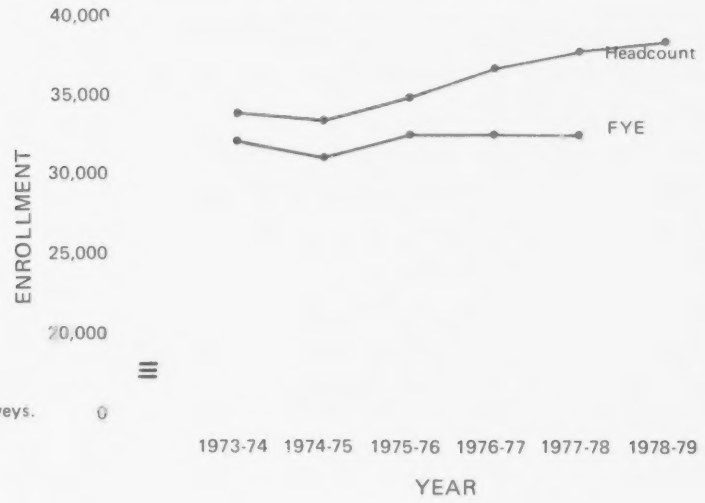
II.G.1 COMMUNITY COLLEGE SYSTEM



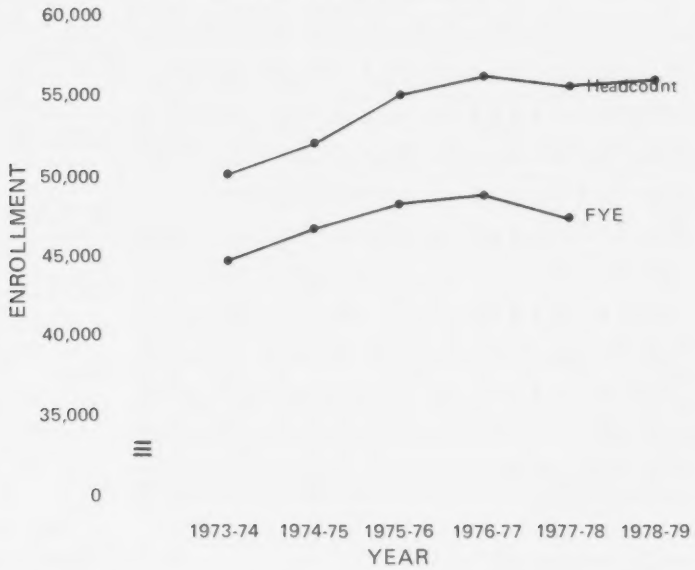
1. Total fall term headcount enrollment in the State University System increased by 11.8 percent between 1973 and 1977 while full-year equivalent enrollment remained relatively stable.

Source: State University Board, MHECB Enrollment Surveys.

II.G.2 STATE UNIVERSITY SYSTEM



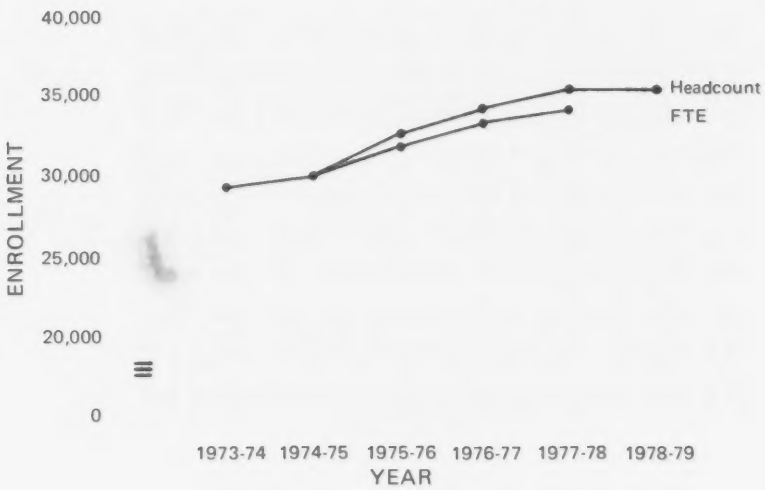
II.G.3 UNIVERSITY OF MINNESOTA



1. Total headcount enrollment in the University of Minnesota increased by 7.3 percent between fall term 1973 and 1977 while full-year equivalent enrollment for the academic years 1974-78 grew by 6.2 percent.

Source: MHECB Enrollment Surveys.

II.G.4 PRIVATE FOUR-YEAR COLLEGES



1. Both headcount and full-time equivalent enrollments in Minnesota's private four-year colleges increased between 1974 and 1977.

2. Full-time equivalent enrollment in the private four-year colleges increased by about 8 percent between 1977 and 1978 while total headcount enrollment increased by over 5 percent.

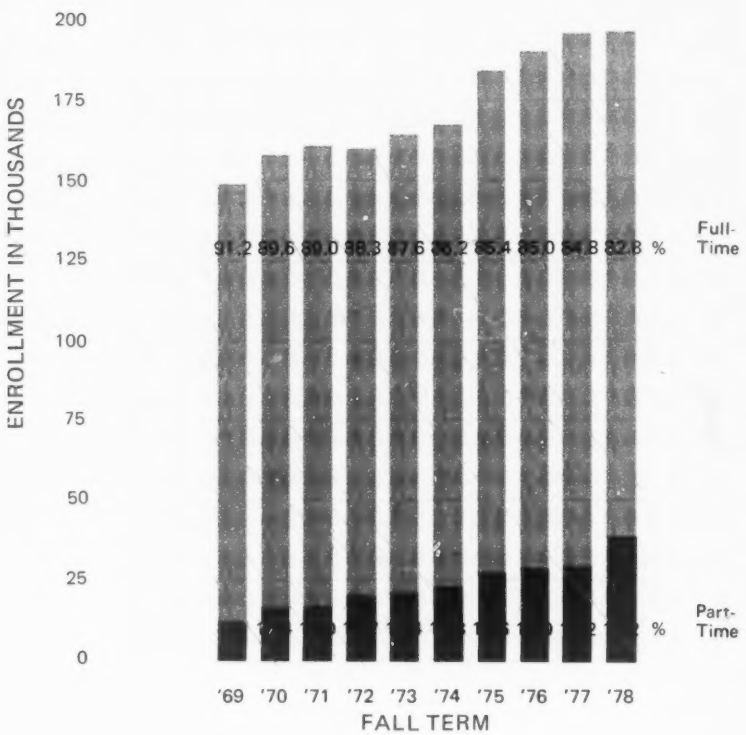
Source: MHECB Enrollment Surveys.

FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT

Attendance by full-time and part-time students reflects changing enrollment patterns and the extent to which systems and institutions must address special characteristics of part-time students by adapting their programs and services. A full-time student in the public collegiate systems is one who is enrolled for at least 12 credit hours per quarter. A full-time student in the private institutions is defined according to the calendar system of each institution and can vary slightly among those schools.

II.H.1 FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT, 1969-1978, ALL SYSTEMS

ALL SYSTEMS



1. The proportion of part-time students enrolled in Minnesota post-secondary education almost doubled between 1969 and 1978, from 8.8 percent at the start of the period to 17.2 percent at the end of the decade.

2. The number of part-time students enrolled in Minnesota post-secondary education increased by 20,705 students between 1969 and 1978.

Source: MHECB Enrollment Surveys.

II.I.1-I.4 FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT, 1973-1978, BY SYSTEM

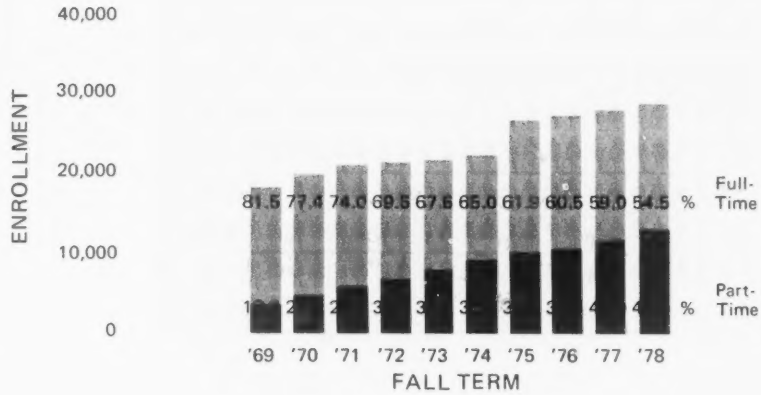
1. The proportion of students enrolled part-time in the state community colleges increased each year between 1969 and 1978.

2. Part-time students in 1978 comprised 45.5 percent of the total headcount enrollment in the state's community colleges compared to 18.5 percent of total enrollment 10 years earlier.

3. The number of part-time students enrolled in community colleges in 1978 was more than four times greater than the number enrolled in 1969.

Source: MHECB Enrollment Surveys.

II.I.1 COMMUNITY COLLEGE SYSTEM



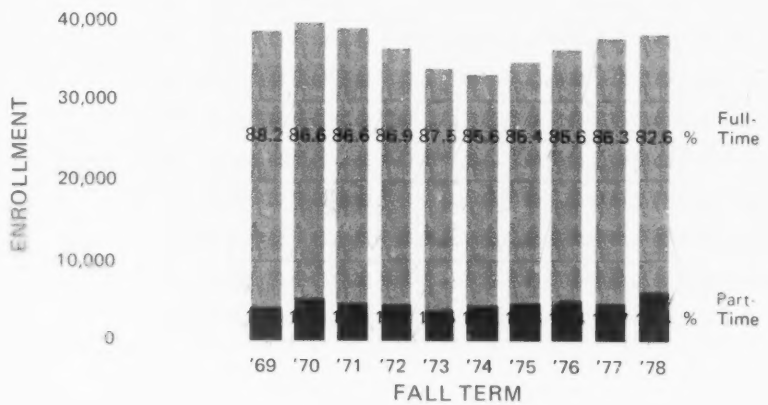
1. The proportion of part-time students enrolled in the state universities ranged from a low of 11.8 percent in 1969 to a peak of 17.4 percent in 1978 with small fluctuations during the 10-year period.

2. The number of part-time students in the state universities grew by 2,144 students between 1969 and 1978.

3. The number of part-time students enrolled in the state universities increased by 28.4 percent, or 1,463 students, between 1977 and 1978.

Source: MHECB Enrollment Surveys.

II.I.2 STATE UNIVERSITY SYSTEM

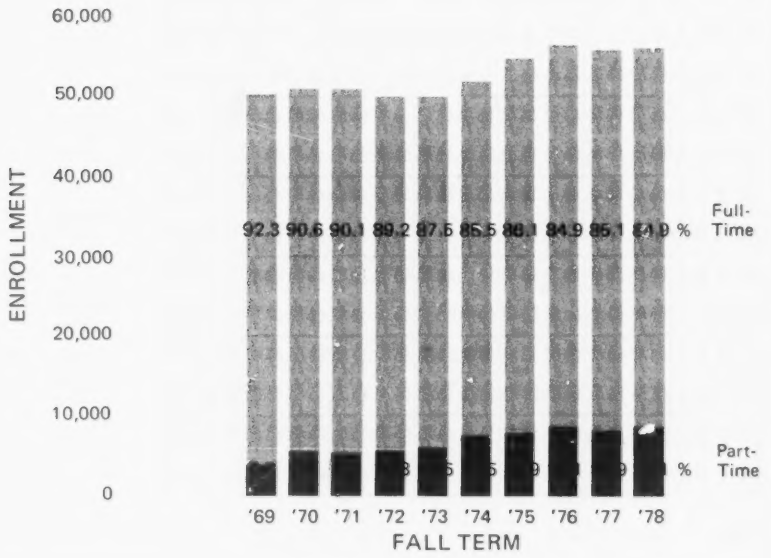


II.I.3 UNIVERSITY OF MINNESOTA

1. The proportion of part-time students enrolled in the University of Minnesota almost doubled between 1969 and 1978, from 7.7 percent of total enrollment to 15.1 percent.

2. The number of part-time students enrolled in the University of Minnesota more than doubled between 1969 and 1978, an increase of 4,503 students.

Source: MHECB Enrollment Surveys.

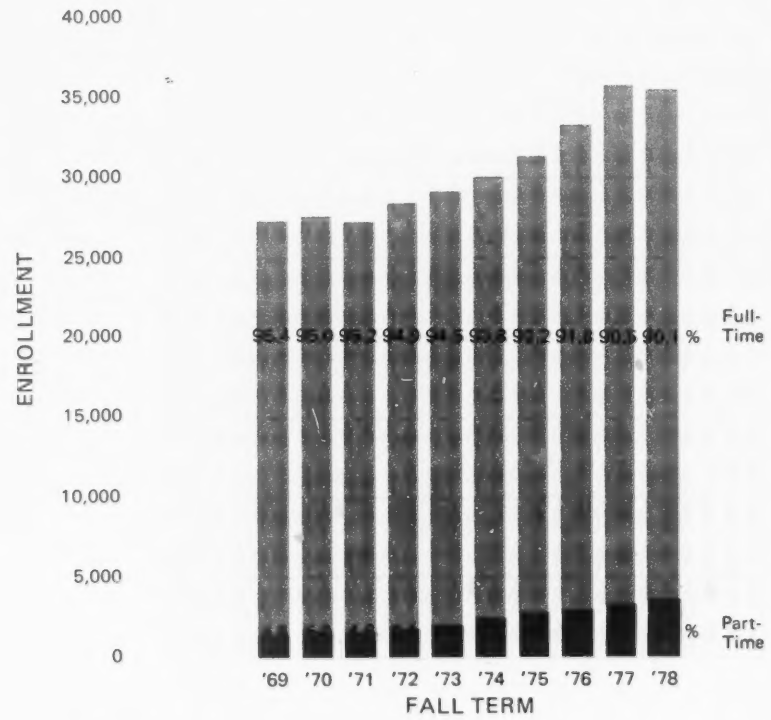


II.I.4 PRIVATE FOUR-YEAR COLLEGES

1. The proportion of students enrolled part-time in private four-year colleges more than doubled between 1969 and 1978.

2. The number of part-time students enrolled in Minnesota private four-year colleges grew by 2,240 students between 1969 and 1978.

Source: MHECB Enrollment Surveys.



UNDERGRADUATE AND GRADUATE HEADCOUNT ENROLLMENT BY SEX

A review of undergraduate and graduate headcount enrollment by sex for Minnesota post-secondary education shows how female participation overall and by system has changed over time. Enrollment data by sex indicate changes in the total number of women enrolled as well as the institutions they choose to attend. The dramatic increase in participation rates and total enrollment during the last decade was due primarily to the growing number of females enrolling in post-secondary education.

II.J.1 UNDERGRADUATE HEADCOUNT ENROLLMENT, 1973-1978, BY SYSTEM AND SEX, ALL SYSTEMS

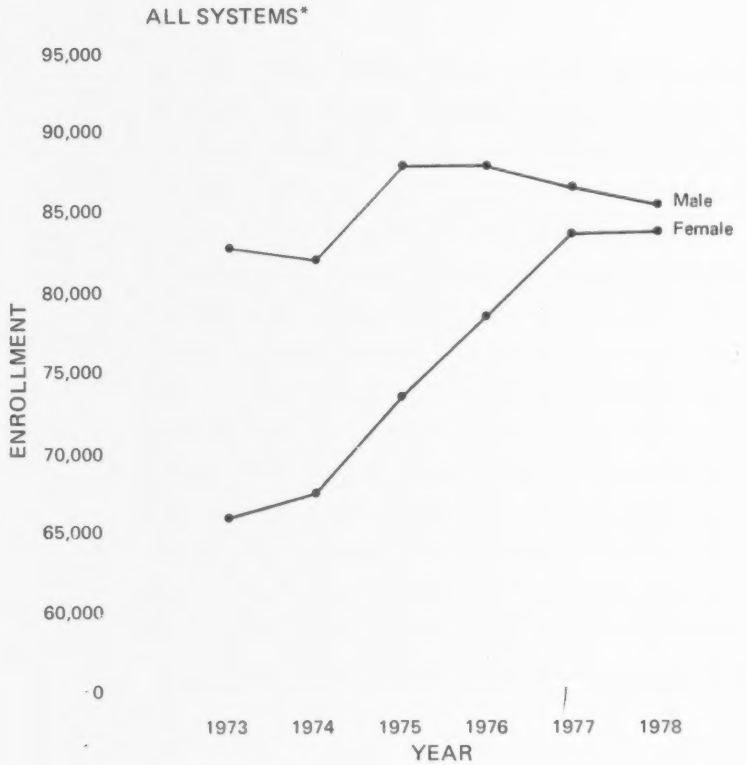
1. Females accounted for 44.3 percent of total headcount enrollment in Minnesota post-secondary education in 1973; in 1978 females accounted for almost half of total enrollment.

2. The number of females enrolled in Minnesota post-secondary education increased by 29 percent, or 19,647 students, between 1973 and 1978.

3. The number of males enrolled in Minnesota post-secondary education peaked in 1976 and declined in the two subsequent years.

*does not include private vocational schools.

Source: MHECB Enrollment Surveys.



II.K.1-K.6 UNDERGRADUATE HEADCOUNT ENROLLMENT, 1973-1978, BY SYSTEM AND SEX

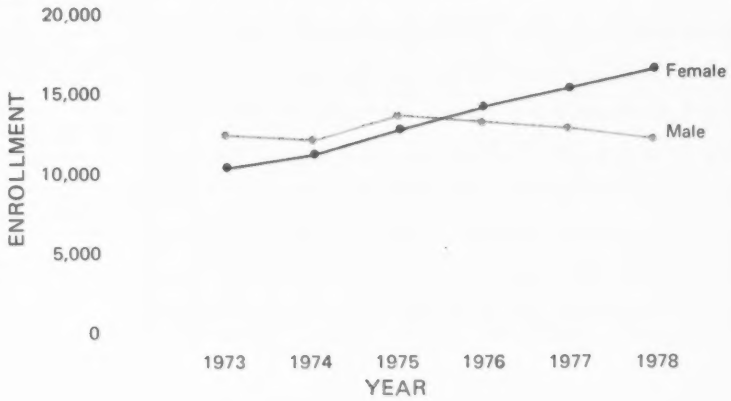
1. The number of female undergraduates enrolled in the community colleges increased by 6,269 between 1973 and 1978 while the number of males enrolled in 1978 was virtually the same as in 1973.

2. The number of female undergraduates enrolled in the state's community colleges surpassed the number of males for the first time in 1976.

3. The enrollment gap between females and males in the community colleges increased between 1976 and 1978.

Source: MHECB Enrollment Surveys.

II.K.1 COMMUNITY COLLEGE SYSTEM



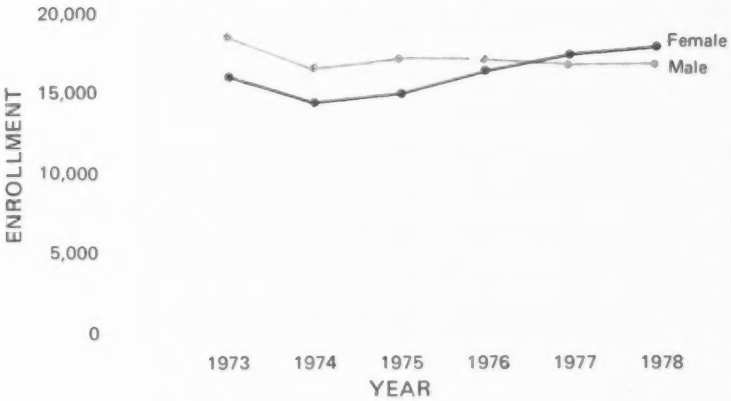
1. The number of undergraduate female students enrolled in the state universities increased every year between 1974 and 1978 while the number of males remained stable.

2. The number of female undergraduates enrolled in the state universities exceeded the number of males for the first time in 1977.

3. In 1978, nearly one thousand more females than males were enrolled in the state universities.

Source: MHECB Enrollment Surveys.

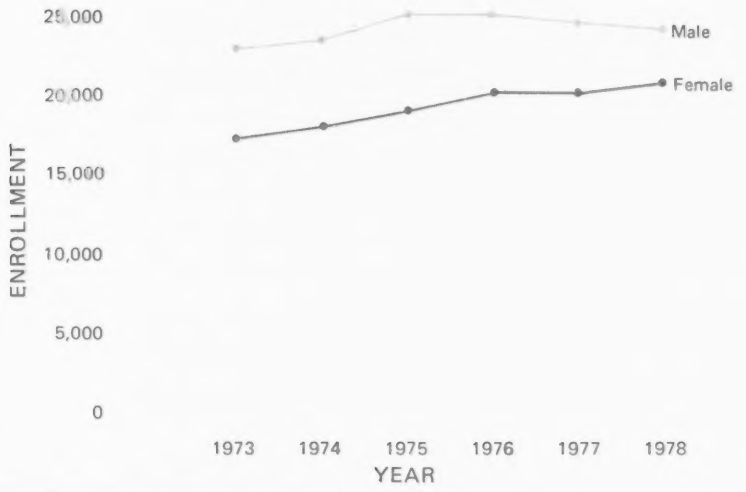
II.K.2 STATE UNIVERSITY SYSTEM



II.K.3 UNIVERSITY OF MINNESOTA

1. The number of males enrolled in the University of Minnesota consistently exceeded the number of females between 1973 and 1978; however, the proportion of females increased each year during the period.

Source: MHECB Enrollment Surveys.



II.K.4 AREA VOCATIONAL-TECHNICAL INSTITUTES

1. The number of females enrolled in the AVTIs increased by 47 percent, or 3,396 students, between 1973 and 1978.

2. The number of males enrolled in the AVTIs showed little change between 1975 and 1978.

3. The number of both males and females enrolled in the AVTIs declined between 1977 and 1978.

Source: MHECB Enrollment Surveys.

II.K.5 PRIVATE FOUR-YEAR COLLEGES

1. The number of female students enrolled in the private four-year colleges exceeded the number of males between 1973 and 1978.

2. The margin by which females outnumbered males in the private four-year colleges increased between 1976 and 1978 as the number of females enrolling rose and the number of males remained virtually the same.

Source: MHECB Enrollment Surveys.

II.K.6 PRIVATE TWO-YEAR COLLEGES

1. More females than males enrolled in the private two-year colleges each year between 1973 and 1978.

2. The distribution of female students and male students enrolled in the private two-year colleges did not change significantly between 1973 and 1978.

Source: MHECB Enrollment Surveys

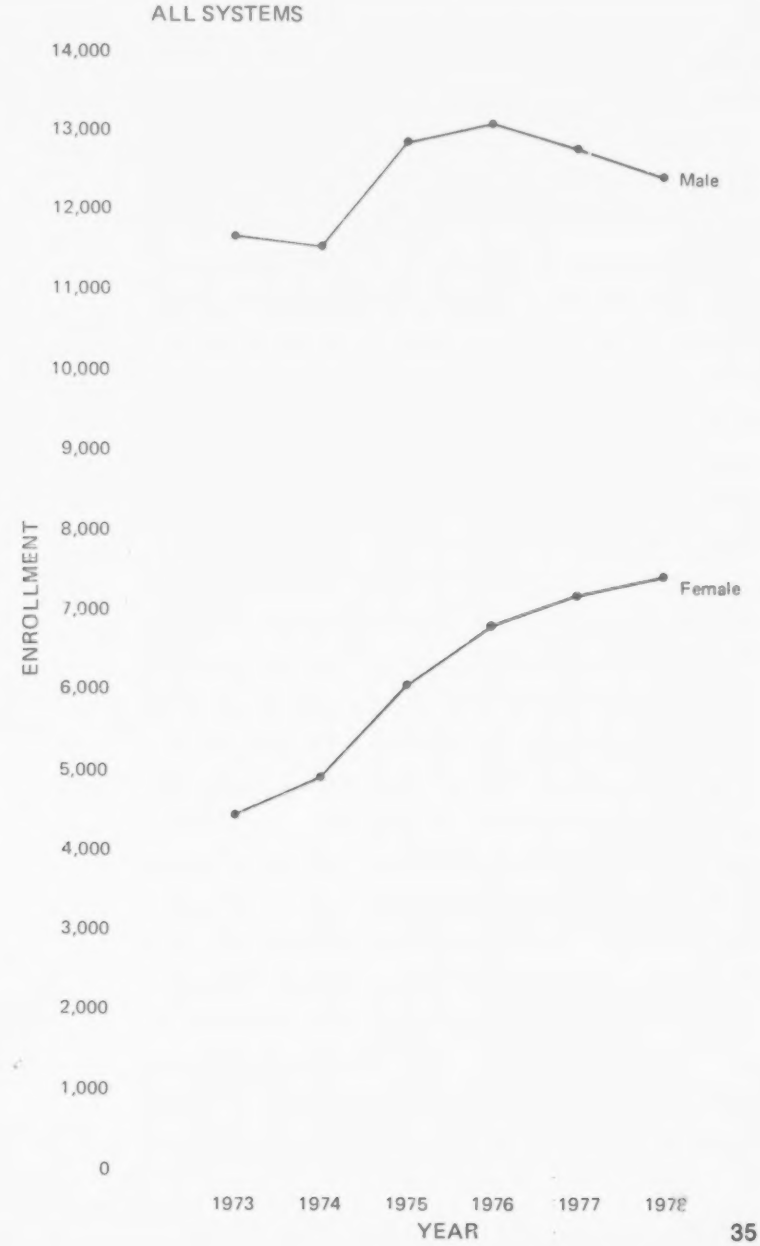
II.L.1 GRADUATE HEADCOUNT ENROLLMENT, 1973-1978, BY SEX, ALL SYSTEMS

1. The number of females enrolled in Minnesota post-secondary education graduate and professional programs increased by 66 percent, or 2,890 students, between 1973 and 1978.

2. The number of males enrolled in graduate and professional schools peaked in 1976 and declined between 1976 and 1978.

3. Females constituted 16.4 percent of the enrollment in Minnesota graduate and professional schools in 1973; they made up 37.1 percent of the enrollment in 1978.

Source: MHECB Enrollment Surveys



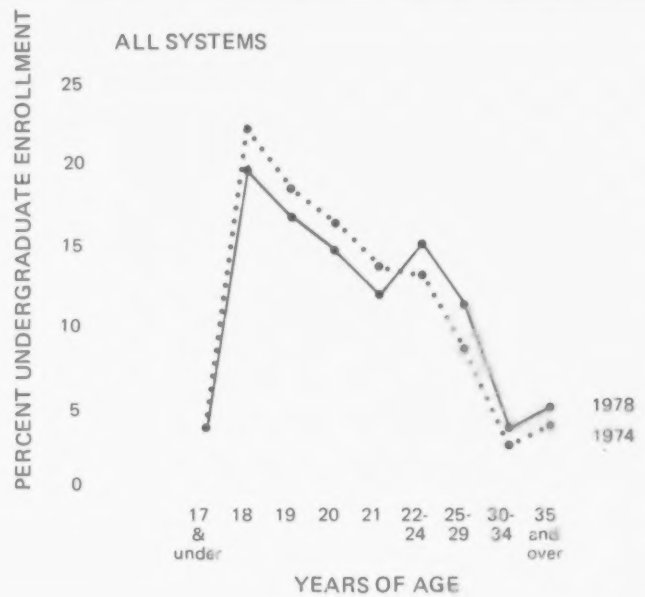
AGE DISTRIBUTION OF UNDERGRADUATE STUDENTS

Comparing the age distribution of undergraduate students enrolled in 1974 and 1978 measures the extent to which the ages of post-secondary students are changing over time. As the age profile of students changes, the characteristics of those participating are likely to vary. In response to increased participation by older students, institutions and agencies may need to alter the delivery of their services. Frequently, older students enroll on a part-time basis and seek special programs of study and those with a vocational orientation.

II.M.1 AGE DISTRIBUTION OF UNDERGRADUATE STUDENTS, 1974 AND 1978, ALL SYSTEMS*

1. The percentage of undergraduate students in Minnesota post-secondary education between the ages of 17 and 21 declined from 76 percent to 66 percent between 1974 and 1978 while the percentage of students 22 and older increased.

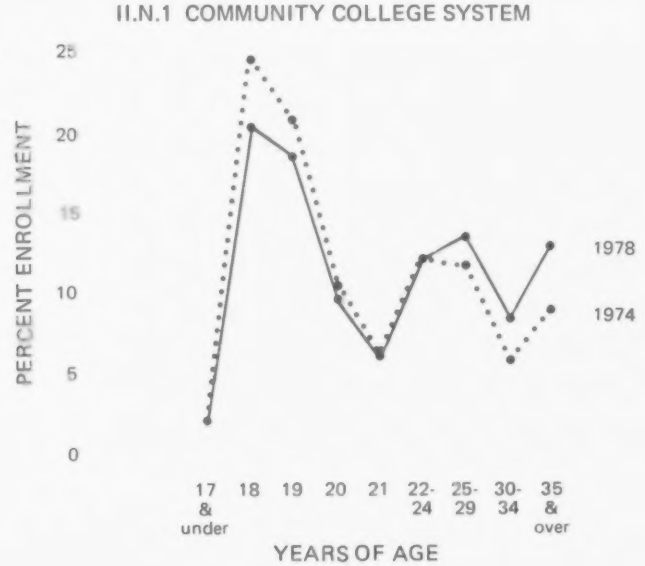
*does not include private vocational schools.
Source: MHECB Enrollment Surveys



II.N.1-N.6 AGE DISTRIBUTION OF UNDERGRADUATE STUDENTS, 1974 AND 1978, BY SYSTEM

1. The percentage of 17-21 year-old students in the community colleges declined between 1974 and 1978 while the percentage of students 25 and older increased.

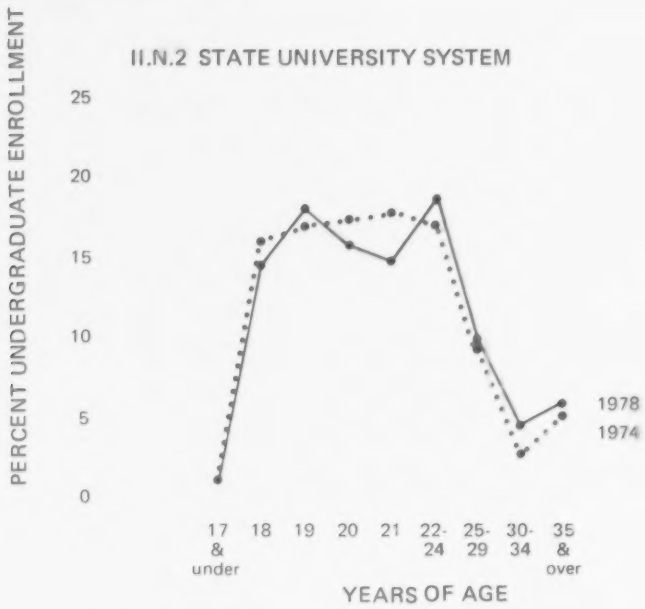
Source: MHECB Enrollment Surveys



1. In 1974 the highest percentage of students enrolled in the state universities was 21 years old; in 1978 the highest percentage of students enrolled was 22-24 years old.

Source: MHECB Enrollment Surveys

II.N.2 STATE UNIVERSITY SYSTEM

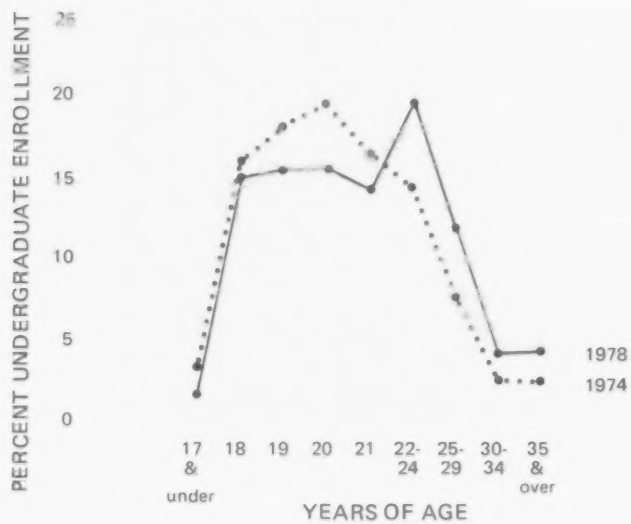


1. The University of Minnesota in 1978 enrolled a larger percentage of undergraduate students 22 years of age and older and a smaller percentage of students under 22 than it did in 1974.

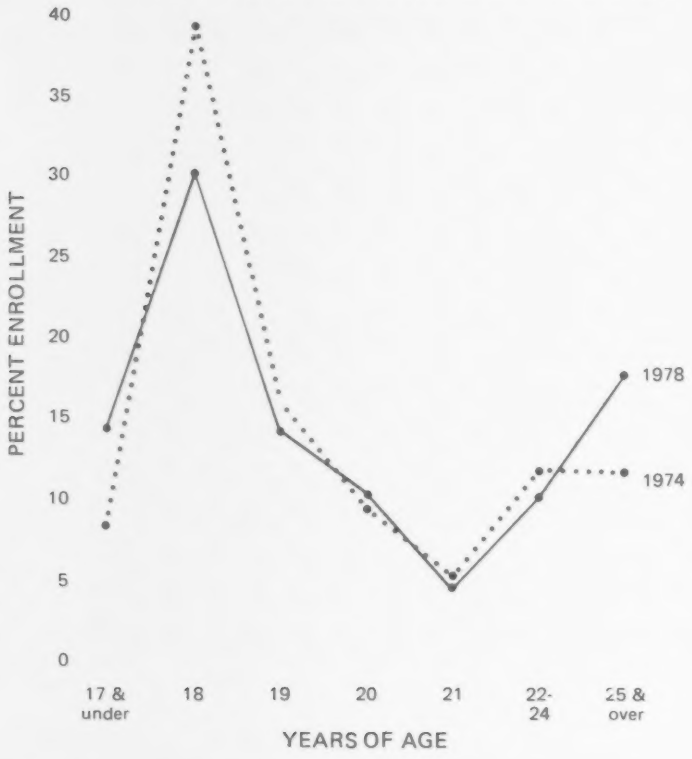
2. The highest percentage of students enrolled in the University of Minnesota shifted from 20 years of age in 1974 to 22-24 years of age in 1978.

Source: MHECB Enrollment Surveys

II.N.3 UNIVERSITY OF MINNESOTA



II.N.4 AREA VOCATIONAL-TECHNICAL INSTITUTES

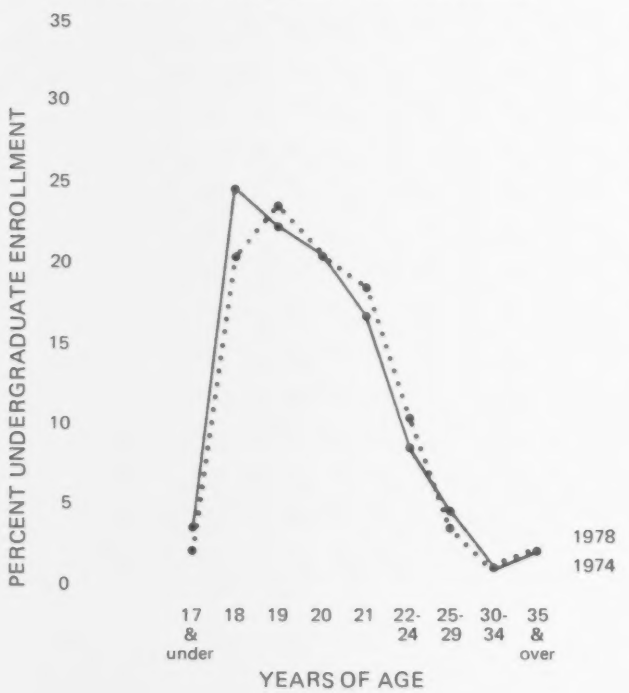


1. The largest percentage of students enrolled in the AVTIs was 18 years old in both 1974 and 1978.

2. A smaller percentage of students 18 and 19 years old enrolled in the AVTIs in 1978 than enrolled in 1974.

Source: MHECB Enrollment Surveys

II.N.5 PRIVATE FOUR-YEAR COLLEGES

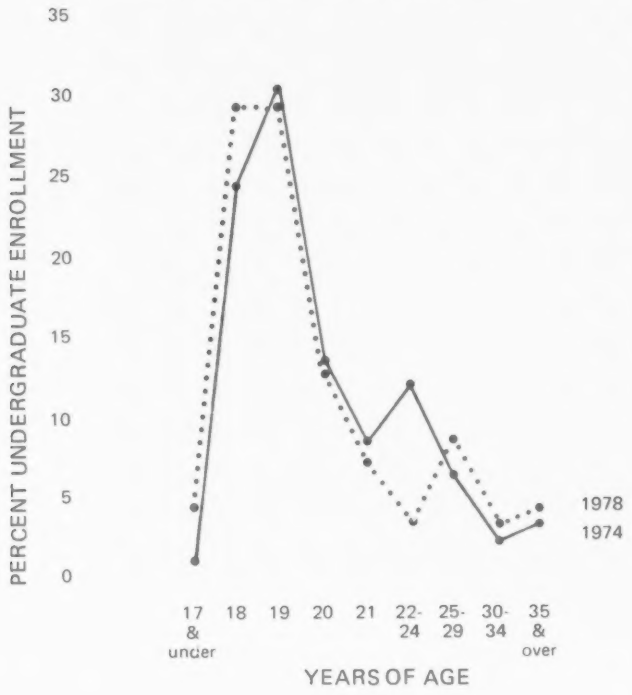


1. The distribution of students by age group in Minnesota's private four-year colleges showed virtually no change between 1974 and 1978.

2. The largest percentage of students in the private four-year colleges by age was in the 18 and 19 year-old categories.

Source: MHECB Enrollment Surveys

II.N.6 PRIVATE TWO-YEAR COLLEGES

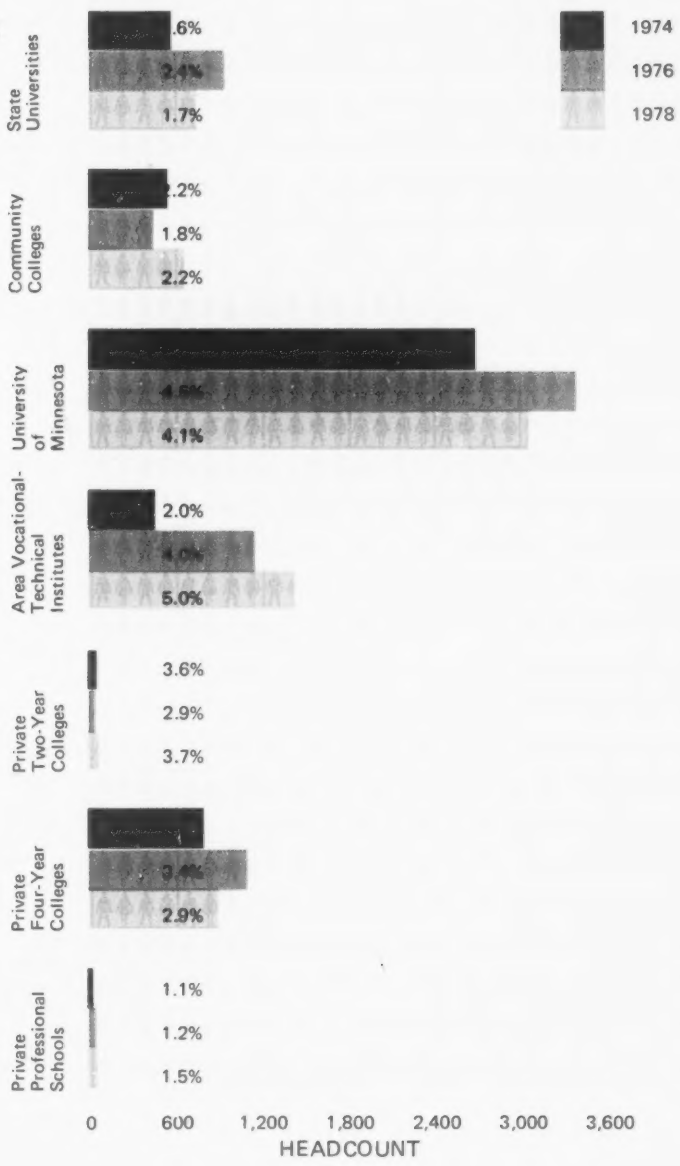


Source: MHECB Enrollment Surveys

MINORITY HEADCOUNT ENROLLMENT

Analyzing enrollment of minority students helps assess state progress toward the achievement of access to post-secondary education by all residents of the state. The data measure participation by minority groups in Minnesota post-secondary education and show the distribution of students by public and private system and by collegiate and vocational education.

II.O.1 HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT, ALL RACIAL/ETHNIC GROUPS, 1974, 1976 AND 1978 BY SYSTEM



1. The area vocational-technical institutes accounted for the largest increase in minority enrollments, from 472 students in 1974 to 1,362 students in 1978.

2. In 1978, 44 percent of all minority students enrolled in Minnesota post-secondary education attended the University of Minnesota.

3. The number of minority students enrolled in Minnesota post-secondary education between 1974 and 1976 increased in all systems except the community colleges and private two-year colleges.

4. The number of minority students enrolled in Minnesota post-secondary education declined between 1976 and 1978 in the state universities, University of Minnesota and private four-year colleges.

Source: HEGIS Opening Fall Enrollment.

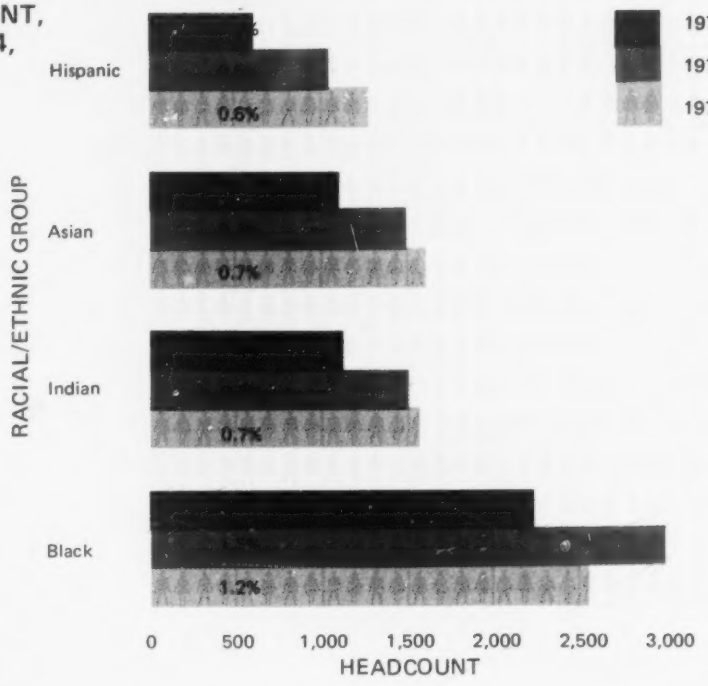
II.O.2 HEADCOUNT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT, BY RACIAL/ETHNIC GROUP, 1974, 1976, AND 1978, ALL SYSTEMS

1. The total number of minority students in each racial/ethnic group increased between 1974 and 1978 in all systems of post-secondary education.

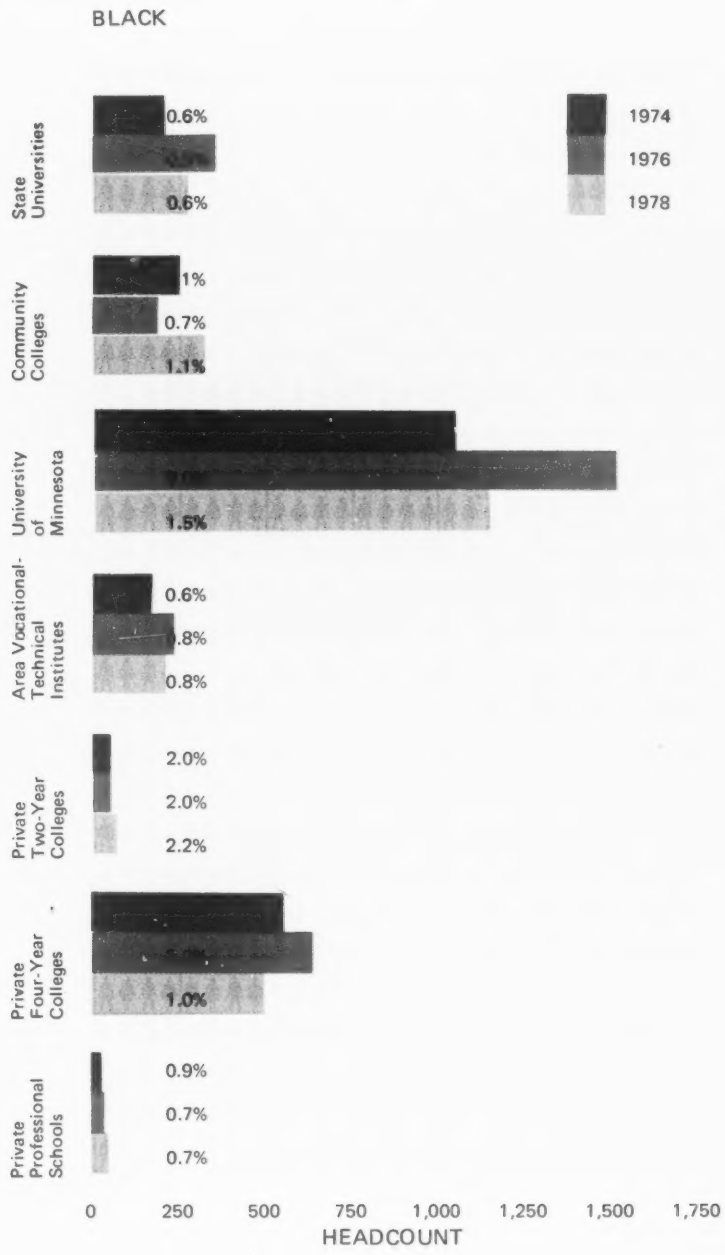
2. The number of black students enrolled in Minnesota post-secondary education decreased between 1976 and 1978.

3. The largest increase in minority enrollment categories between 1974 and 1978 was by Hispanic students whose total more than doubled.

Source: HEGIS Opening Fall Enrollment.



II.O.3 BLACK HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT, 1974, 1976 AND 1978, BY SYSTEM

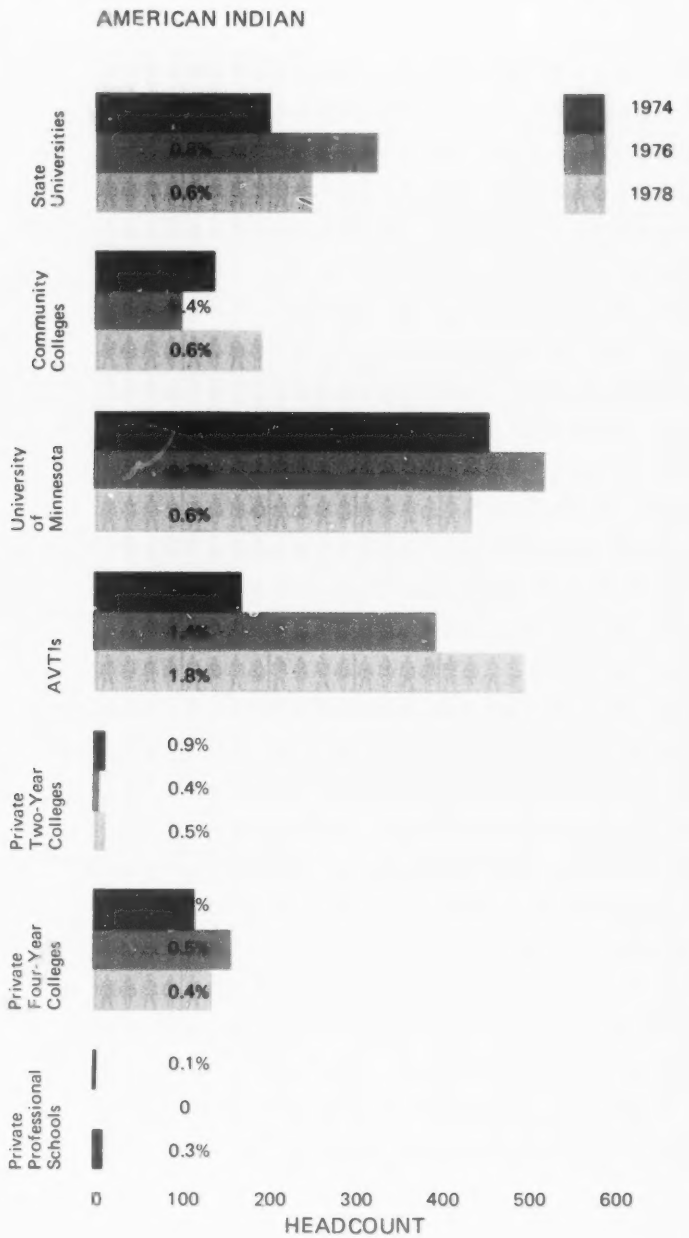


1. The percentage of black students enrolled in Minnesota post-secondary education increased in each system between 1974 and 1976 except for the community colleges.

2. The number of black students enrolled in Minnesota post-secondary education decreased in every system between 1976 and 1978 except for the community colleges, private two-year colleges and private professional schools.

Source: HEGIS Opening Fall Enrollment.

II.O.4 AMERICAN INDIAN HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT, 1974, 1976, AND 1978, BY SYSTEM



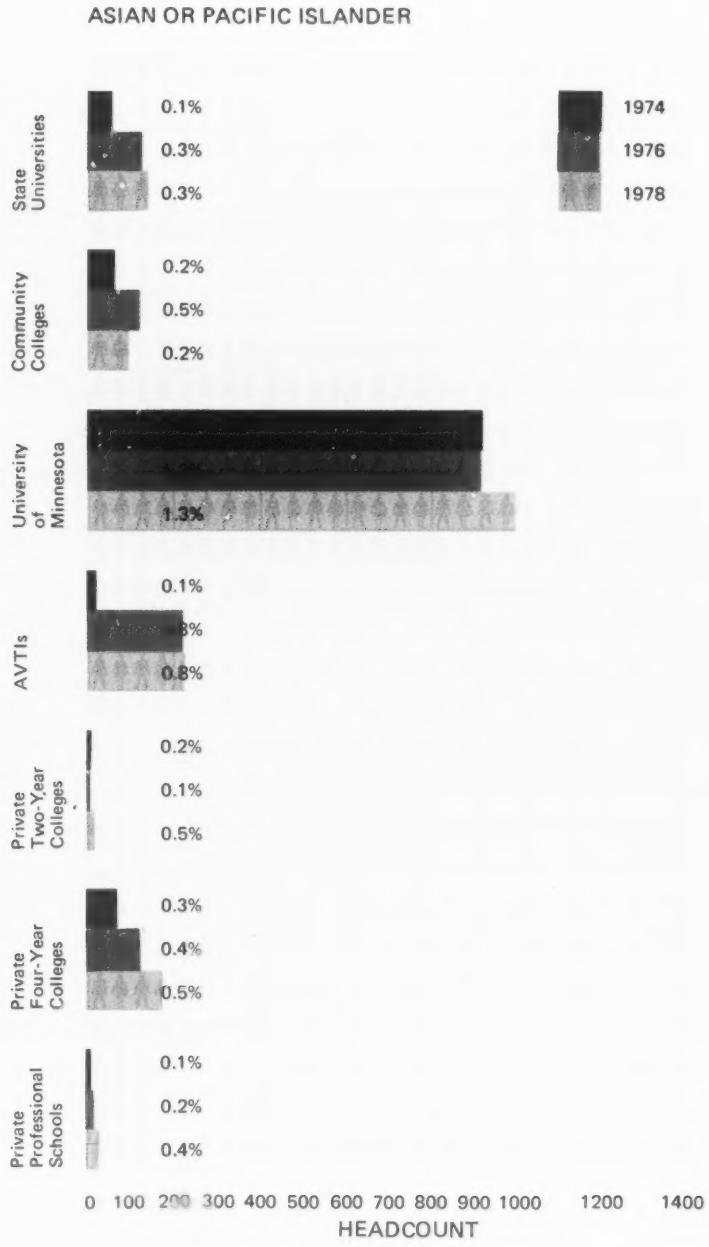
1. The number of American Indian students enrolled in Minnesota post-secondary education increased in every system between 1974 and 1976 except for the community colleges, private two-year colleges and private professional schools.

2. The number of American Indian students decreased between 1976 and 1978 in the state universities, University of Minnesota and private four-year colleges.

3. The number of American Indian students enrolled in AVTIs increased from 181 in 1974 to 495 in 1978; in 1978 the AVTIs enrolled more Indian students than any other system.

Source: HEGIS Opening Fall Enrollment.

II.O.5 ASIAN OR PACIFIC ISLANDER HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT, 1974, 1976 AND 1978, BY SYSTEM

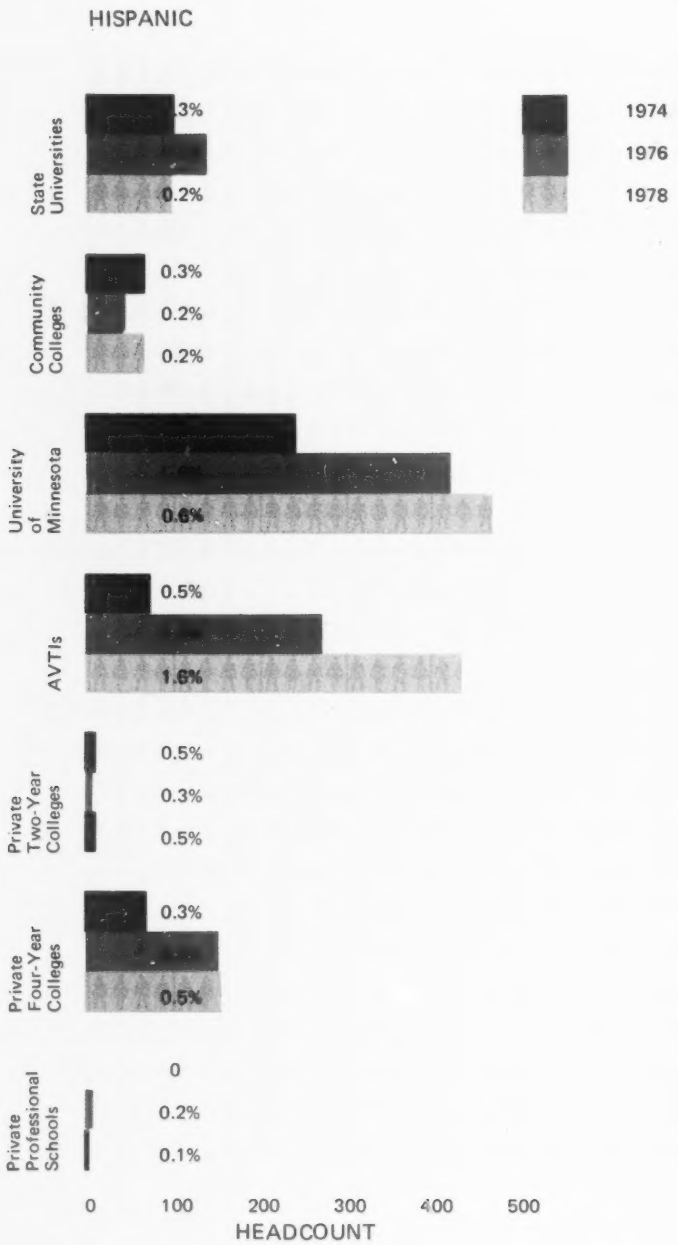


1. The number of Asian or Pacific Islander students increased between 1974, 1976 and 1978 in each system except for the community colleges.

2. The number of Asian or Pacific Islander students enrolled in the Community College System increased between 1974 and 1976 but declined in the next two years.

Source: HEGIS Opening Fall Enrollment.

II.O.6 HISPANIC HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL ENROLLMENT, 1974, 1976, AND 1978, BY SYSTEM



1. The number of Hispanic students increased in every system between 1974 and 1978.

2. Between 1976 and 1978 the number of Hispanic students increased in every system except for the state universities and private professional schools.

3. The University of Minnesota and AVTIs enrolled the largest numbers of Hispanic students in 1978.

Source: HEGIS Opening Fall Enrollment.

NEW ENTERING FRESHMEN PARTICIPATION RATES

The demand for post-secondary education and students' choices among the various post-secondary systems can be assessed by a review of new entering freshmen participation rates. The new entering freshmen participation rate is the total number of new entering freshmen divided by the total number of previous June high school graduates. (All new entering freshmen are not prior June high school graduates). The Board collects this information each year by county of residence and institution. Because the data base by county is large, it is presented by system for the entire state.

II.P.1 NEW ENTERING FRESHMEN PARTICIPATION RATES, 1973-1978, BY SECTOR

1. New entering freshmen participation rates for all Minnesota post-secondary education increased from 67 percent in 1973 to 74 percent in 1978.

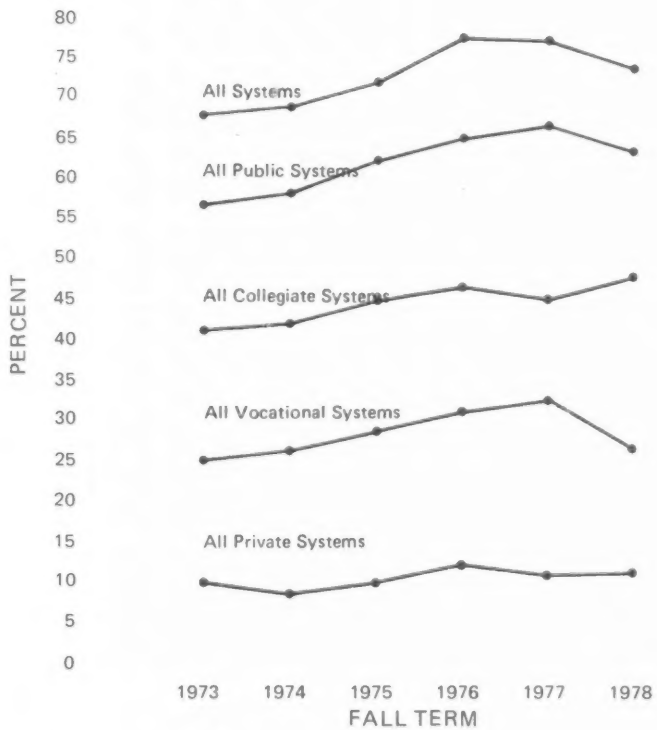
2. New entering freshmen participation rates for all systems peaked in 1977 and declined for the first time between 1977 and 1978.

3. New entering freshmen participation rates for all public systems increased from 56 percent in 1973 to 64 percent in 1978 with the peak of 66 percent in 1977.

4. New entering freshmen participation rates in the private sector remained relatively stable between 1973 and 1978.

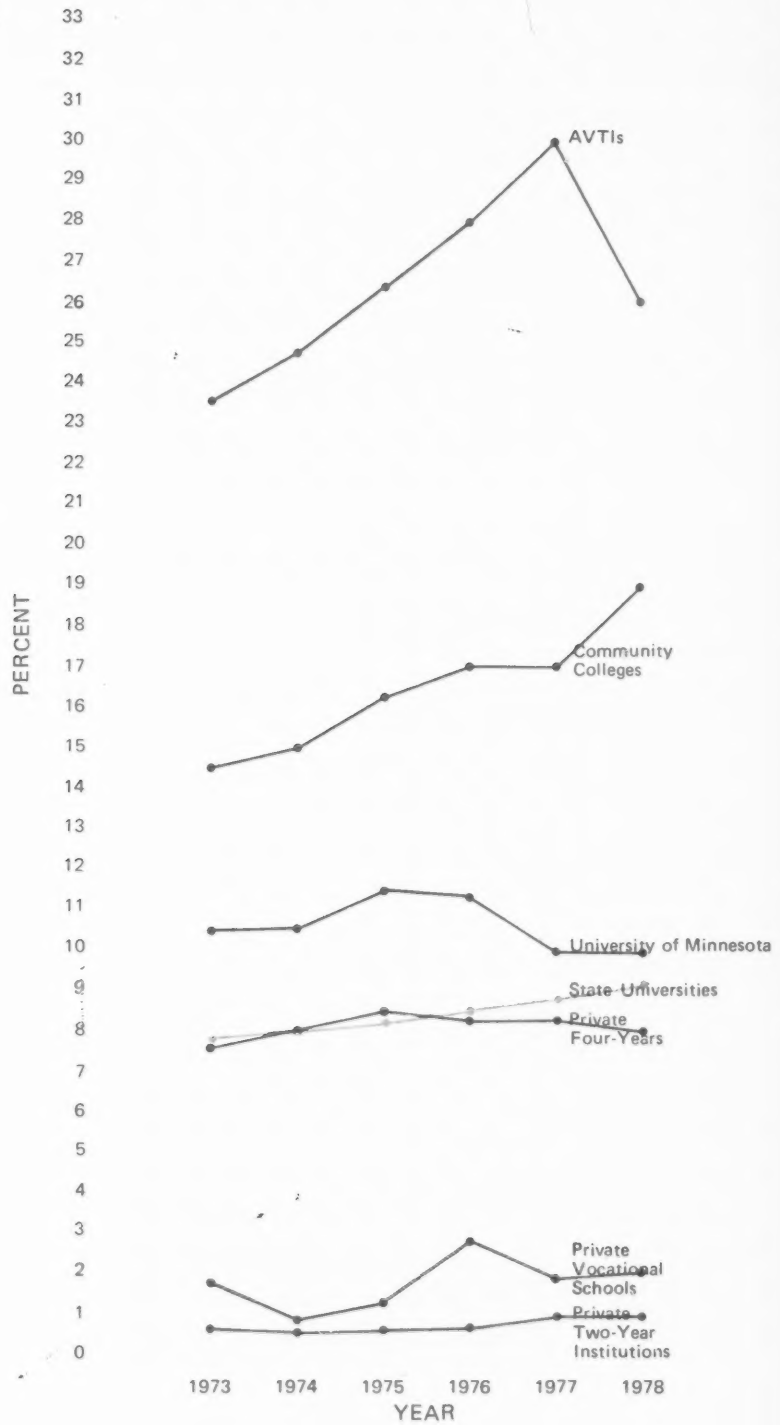
5. The new entering freshmen participation rates for all collegiate systems increased from 41 percent in 1973 to 47 percent in 1978.

6. The new entering freshmen participation rate for vocational education grew from 25 percent in 1973 to 27 percent in 1978 with a peak of 32 percent in 1977.



Source: MHECB Enrollment Surveys

II.P.2 NEW ENTERING FRESHMEN PARTICIPATION RATES, 1973-1978, BY SYSTEM



1. New entering freshmen participation rates for AVTIs dropped for the first time in 1978 after four years of steady increases.

2. New entering freshmen participation rates for the community colleges increased between 1973 and 1978.

3. The new entering freshmen participation rate for the University of Minnesota was lower in 1977 and 1978 than it was in any of the preceding four years.

4. The new entering freshmen participation rate for the state universities increased each year between 1973 and 1978.

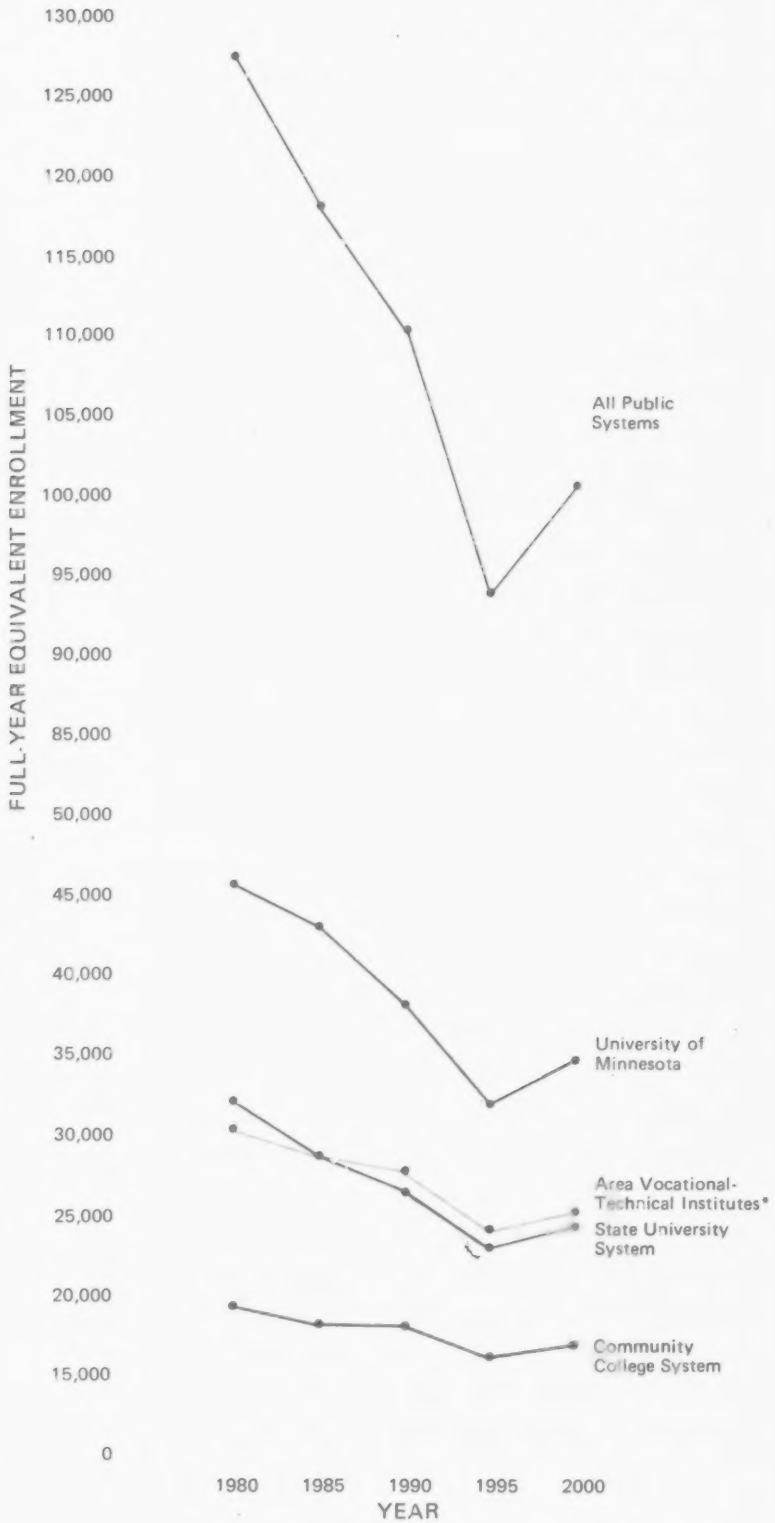
5. The new entering freshmen participation rate for the private colleges was relatively stable during the period.

Source: MHECB Enrollment Surveys

FULL-YEAR EQUIVALENT ENROLLMENT PROJECTIONS

Projections of enrollments provide a context for long range planning and policy development. The projections are based on recent enrollment levels, participation rates from each county and projected demographic conditions in Minnesota. The projections are an extrapolation of current enrollments with no assumed changes in state and institutional policies. They include both full and part-time students. Average daily membership enrollments are used for the AVTIs. One average daily membership receives 1050 clock hours of instruction.

II.Q.1 FULL-YEAR EQUIVALENT ENROLLMENT PROJECTIONS, 1980-2000, BY PUBLIC SYSTEM



1. Full-year equivalent enrollments in Minnesota's four public systems of post-secondary education are projected to drop by 27 percent, or 34,000, between 1980 and 1995 before beginning to increase again.

2. Full-year equivalent enrollments at the University of Minnesota are projected to decrease by 30 percent between 1980 and 1995, a decline of 14,000.

3. Full-year equivalent enrollments in the state universities are projected to decline by 30 percent between 1980 and 2000, a drop of 9,500.

4. Full-year equivalent enrollments in the state's community colleges are projected to fall by 18 percent between 1980 and 2000, a loss of 3,400.

5. Average daily membership enrollments in the AVTIs are projected to decline by 23 percent between 1980 and 2000, a drop of 7,000.

*ADM enrollment

Source: MHECB

APTITUDE TEST SCORES AND HIGH SCHOOL RANK PERCENTILES OF 1977 NEW ENTERING FRESHMEN WHO PARTICIPATED IN THE STATEWIDE TESTING PROGRAM

Aptitude test results and high school rank percentiles, in conjunction with other information, are used for admissions purposes at many Minnesota post-secondary educational institutions and for advising students at both the secondary and post-secondary levels. High school rank and aptitude test scores are a good predictor of students' success in the first year of post- secondary education. These data provide an assessment of how well the state is meeting its goal of providing post-secondary education access to students of varying levels of aptitude.

Aptitude and achievement scores also are important measures to assess the characteristics of students enrolling in systems and institutions. They permit policymakers and planners to assess which institutions are serving similar or different students and to guide them in the refinement of missions and programs to serve students.

The data are not for all students who entered post-secondary education as new entering freshmen in fall 1977; rather the data cover only those students who participated in the Statewide Testing Program as high school juniors. A large percentage of the students entering the community colleges and area vocational-technical institutes do not participate in the program. The aptitude scores on the verbal and mathematics tests are the combined score for the Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and the School and College Ability Test (SCAT).

The Statewide Testing Program, which was operated for approximately 50 years by the Student Counseling Bureau at the University of Minnesota, was assigned to the Coordinating Board by the 1978 Legislature. It includes the two aptitude tests, a plans and background survey and school achievement information. It is now called the Post-High School Planning Program.

II.R.1-R.4 APTITUDE TEST SCORES

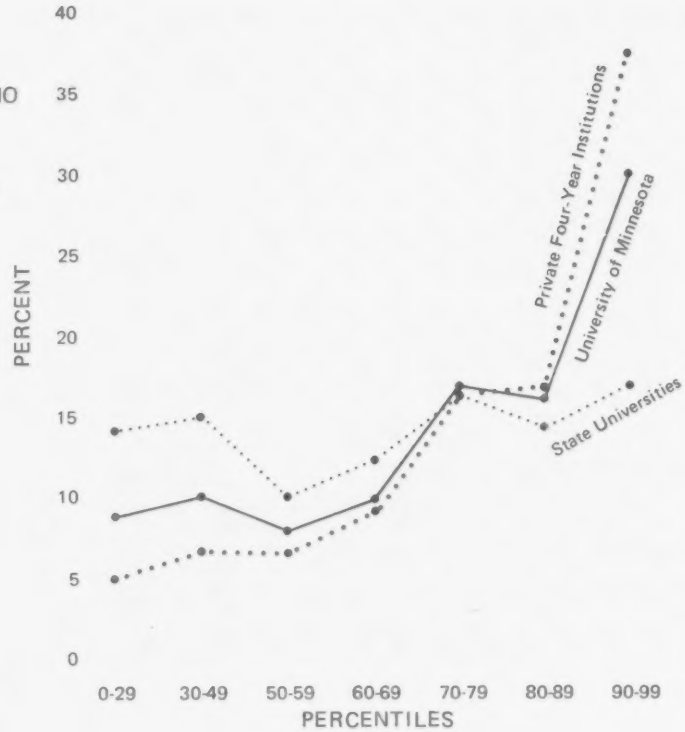
II.R.1 FALL 1977 NEW ENTERING FRESHMEN WHO PARTICIPATED IN THE MINNESOTA STATEWIDE TESTING PROGRAM; DISTRIBUTION BY VERBAL APTITUDE TEST SCORE PERCENTILE AND SYSTEM

1. Almost 63 percent of the new entering freshmen at the University of Minnesota in Fall 1977 scored in the 70th percentile or higher on the verbal aptitude test.

2. Slightly more than 71 percent of the new entering freshmen in the private four-year colleges in the fall of 1977 scored in the 70th percentile or higher on the verbal aptitude test.

3. Almost 71 percent of the new entering freshmen in the State University System who enrolled in the fall of 1977 scored in the 50th percentile or higher on the verbal aptitude test.

Source: Minnesota Statewide Testing Program.

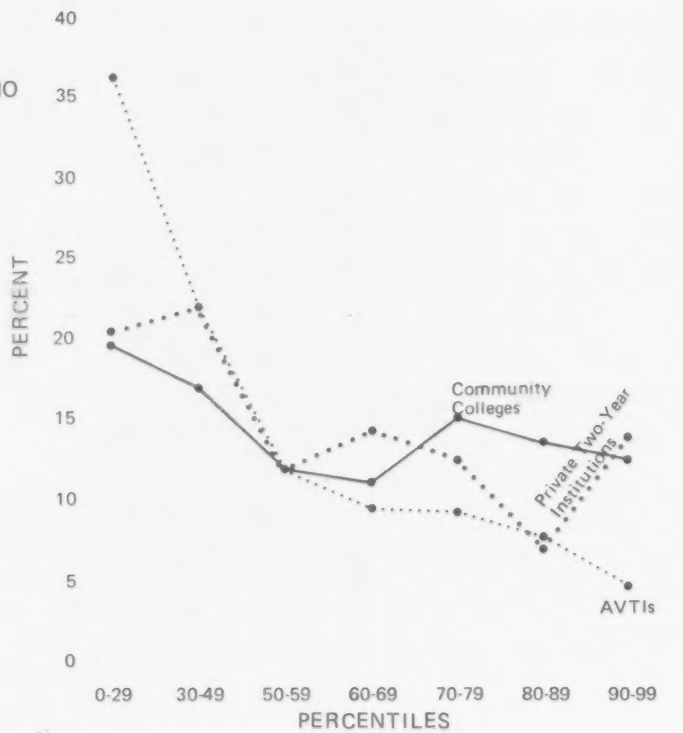


II.R.2 FALL 1977 NEW ENTERING FRESHMEN WHO PARTICIPATED IN THE MINNESOTA STATEWIDE TESTING PROGRAM; DISTRIBUTION BY VERBAL APTITUDE TEST SCORE PERCENTILE AND SYSTEM

1. More than 42 percent of the new entering students in the AVTIs in Fall 1977 who participated in the Statewide Testing Program scored in the 50th percentile or higher on the verbal aptitude test.

2. Almost 64 percent of the new entering students in the Community College System in Fall 1977 who participated in the Statewide Testing Program scored in the 50th percentile or higher on the verbal aptitude test.

Source: Minnesota Statewide Testing Program.



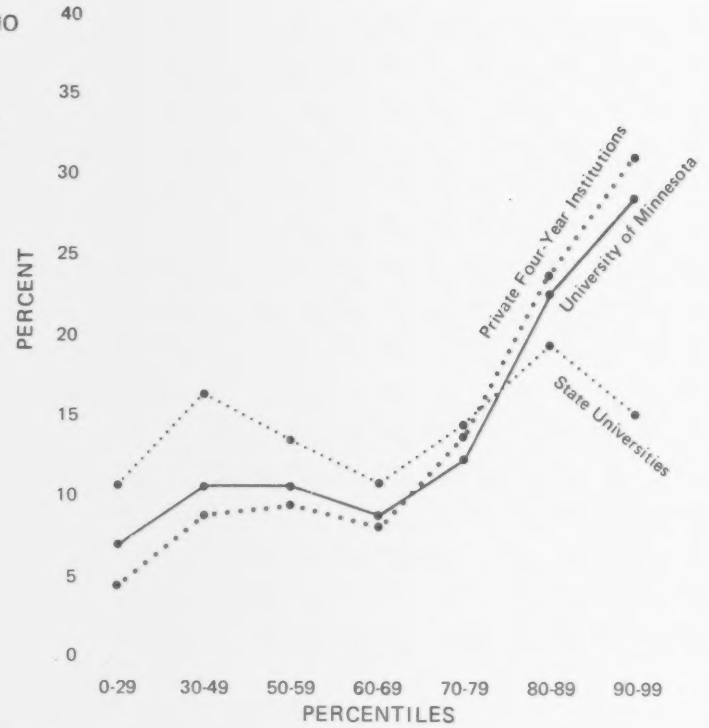
II.R.3 FALL 1977 NEW ENTERING FRESHMEN WHO PARTICIPATED IN THE MINNESOTA STATEWIDE TESTING PROGRAM; DISTRIBUTION BY MATHEMATICS APTITUDE TEST SCORE PERCENTILE AND SYSTEM

1. Almost 63 percent of the new entering freshmen at the University of Minnesota in Fall 1977 scored in the 70th percentile or higher on the mathematics aptitude test.

2. Of the new entering freshmen entering the private four-year colleges in Fall 1977, more than 68 percent scored in the 70th percentile or higher on the mathematics aptitude test.

3. Slightly more than 73 percent of the new entering freshmen in the state universities in Fall 1977 scored in the 50th percentile or higher on the mathematics aptitude test.

Source: Minnesota Statewide Testing Program.

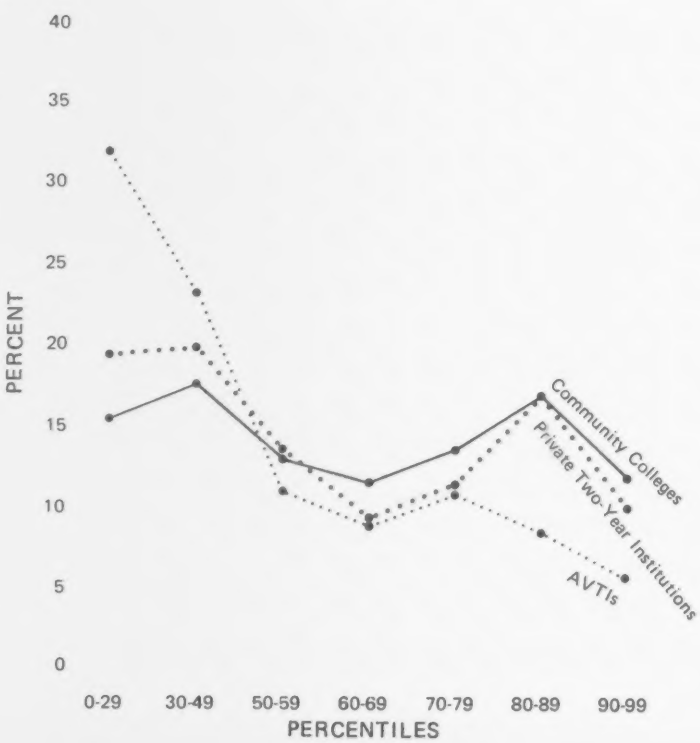


II.R.4 FALL 1977 NEW ENTERING FRESHMEN WHO PARTICIPATED IN THE MINNESOTA STATEWIDE TESTING PROGRAM; DISTRIBUTION BY MATHEMATICS APTITUDE TEST SCORE PERCENTILE AND SYSTEM

1. More than two thirds of the new entering freshmen in the community colleges in Fall 1977 who participated in the Statewide Testing Program scored in the 50th percentile or higher on the mathematics aptitude test.

2. Of the new entering students in the area vocational-technical institutes in Fall 1977 who participated in the Statewide Testing Program, almost 45 percent scored in the 50th percentile or higher on the mathematics aptitude test.

Source: Minnesota Statewide Testing Program.



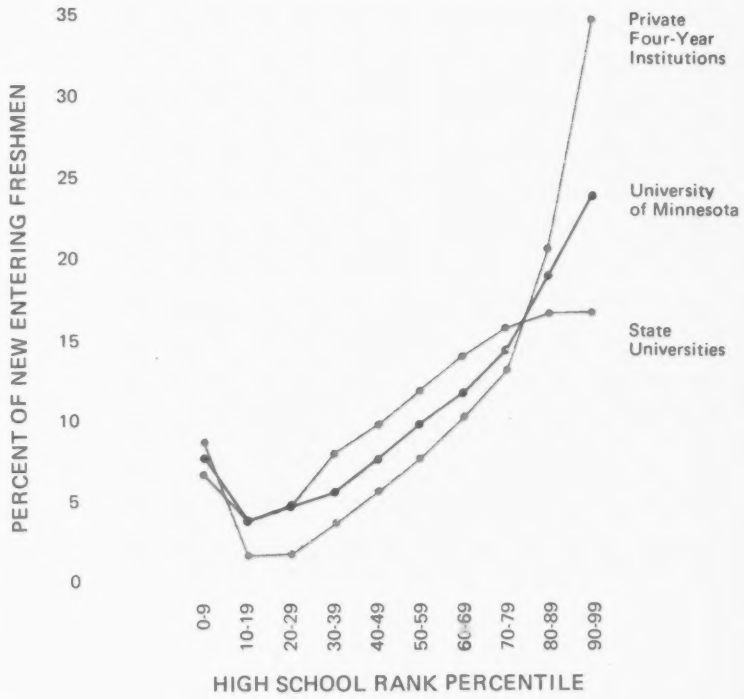
II.S.1-S.2 HIGH SCHOOL RANK PERCENTILE OF NEW ENTERING FRESHMEN

II.S.1 HIGH SCHOOL RANK PERCENTILE OF 1977 MINNESOTA NEW ENTERING FRESHMEN, FOUR–YEAR INSTITUTIONS

1. Fifty-four percent of those students who enrolled in private four-year colleges in 1977 ranked in the 80th percentile or higher of their high school graduating class.

2. Approximately 41 percent of those students who enrolled at the University of Minnesota and 32 percent of those who enrolled in the state universities ranked in the 80th percentile or higher of their high school graduating class.

Source: Minnesota Statewide Testing Program.

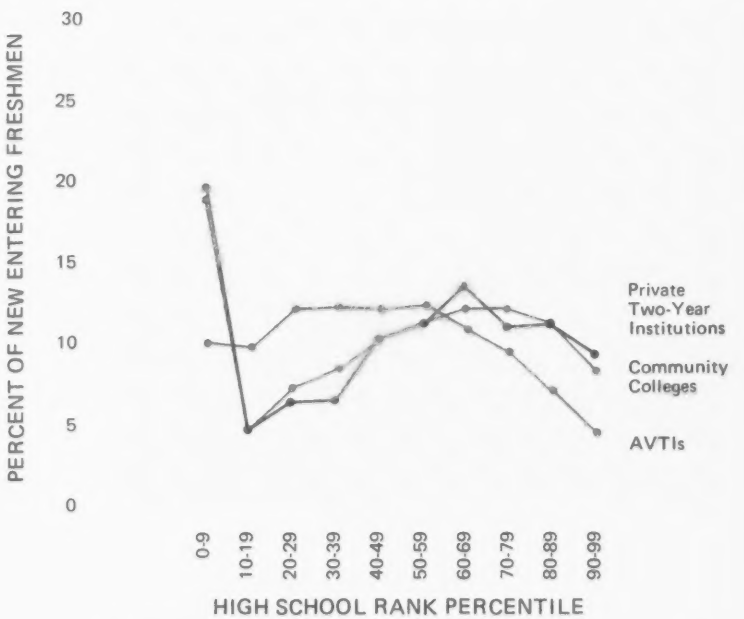


II.S.2 HIGH SCHOOL RANK PERCENTILE OF 1977 MINNESOTA NEW ENTERING FRESHMEN, TWO-YEAR INSTITUTIONS

1. Fifty-four percent of those students entering community colleges in 1977 ranked in the top half of their high school graduating class.

2. Forty-four percent of those students who entered AVTIs in 1977 ranked in the top half of their high school graduating class.

Source: Minnesota Statewide Testing Program.



SECTION III. STUDENT COSTS AND AIDS

INTRODUCTION

Participation in Minnesota post-secondary education depends in large part on whether residents can afford to pay the costs of attending colleges and vocational schools and how much financial assistance the state can provide to help them meet those costs. One of the state's primary goals for post-secondary education is to attempt to ensure that as many residents as possible have an opportunity to attend an institution which is appropriate to their needs without undue financial hardship.

This section illustrates trends in the prices charged to students to attend institutions in Minnesota's post-secondary education systems and the private four-year colleges. The section also contains data on the amount of state financial aid available to help students and the distribution of this aid.

During the 1970s the costs of attending post-secondary education increased slower than the rate of inflation. At the same time, real disposable income increased faster than inflation. In real dollar terms the costs of attending post-secondary education decreased between 1971 and 1978.

However, recognizing that some students do not have adequate financial resources to attend post-secondary education, the state and federal governments have established a variety of financial aid programs to help meet students' educational expenses. The largest Minnesota programs are the State Scholarship and Grant-in-Aid Programs and the State Student Loan Program. The scholarship and grant programs are supported by state appropriations while the loan program is financed at no cost to the state through the sale of tax exempt revenue bonds. This section examines the funding of these programs in current and constant dollars and portrays the distribution of dollars by system.

Evaluating trends and conditions relating to student costs and financial assistance is essential in addressing fundamental post-secondary education policies. The issues include the question of who should pay for post-secondary education and how much should they be expected to pay; how much should students be charged and how much should the state provide. A description of these trends will assist in trying to answer how much financial assistance should be provided to students, how this student aid should be distributed, what the desirable mix of the various types of state aid should be and how the cost of post-secondary education should be shared by students and taxpayers.

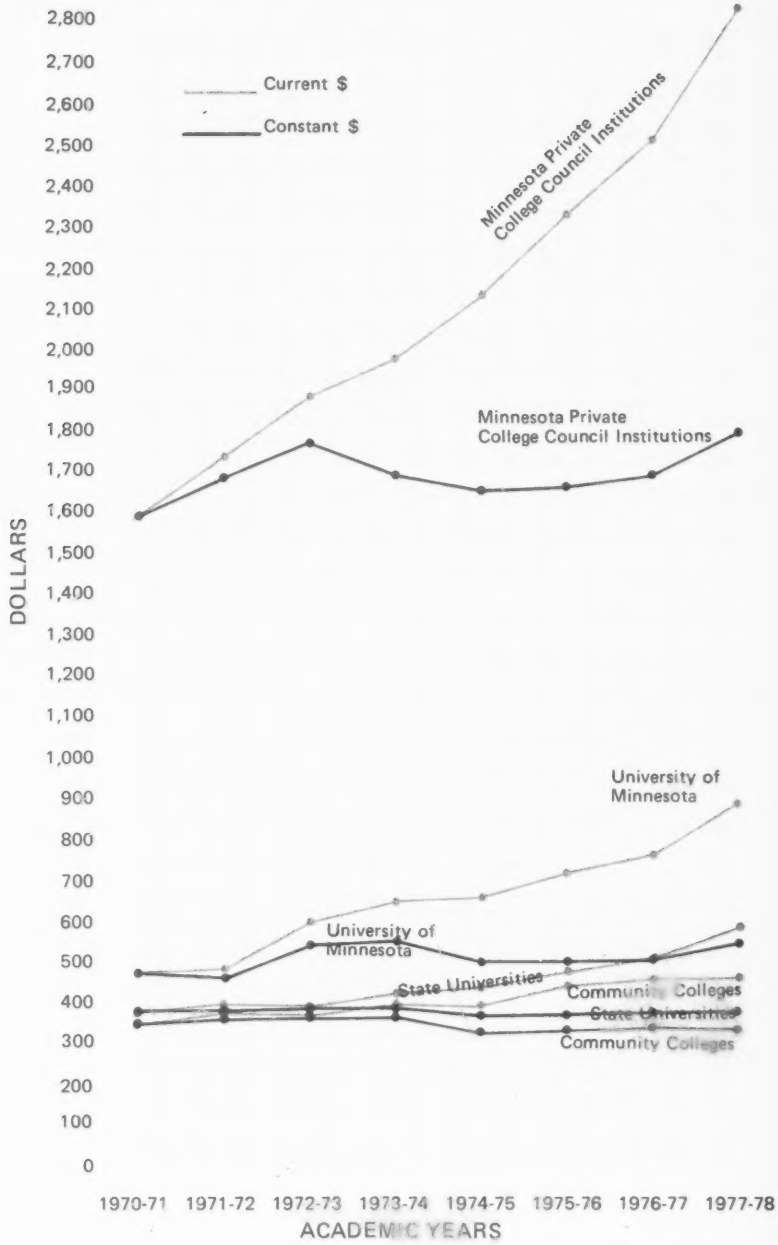
REQUIRED TUITION AND FEES AND NET COSTS OF ATTENDANCE

By examining the costs charged to students for post-secondary education and analyzing the effects of inflation, the impact of prices on student access and choice of opportunities can be assessed.

Tuition represents the basic price charged by an institution to a student for enrolling in post-secondary education. Since virtually every post-secondary institution requires some fees in addition to tuition for a full-time student, tuition and required fees more accurately represent the total charges by an institution to a student.

In addition to tuition and fees, some students also must pay for room and board and related living and educational expenses. Together, with tuition and fees, these costs make up the overall out-of-pocket costs of attending post-secondary education. Financial aid programs represent a public mechanism to assist students and their families in defraying these overall costs of attendance. When the impact of financial aid programs is considered with respect to the overall costs of attendance, the result is an average net cost to the student for post-secondary education. Analyzing the data in constant dollars controls for the effects of inflation.

III.A.1 REQUIRED TUITION AND FEES, FULL-TIME RESIDENT UNDERGRADUATES, 1970-71 TO 1977-78, BY SYSTEM



1. The cost of attending the University of Minnesota, in constant dollars, increased by 14 percent between the 1970-71 and the 1977-78 academic years.

2. The cost of attending a private four-year college, in constant dollars, increased by 10.8 percent between 1970-71 and 1977-78.

3. Tuition and fees, in constant dollars, remained stable or declined slightly in the state universities and community colleges between 1970-71 and 1977-78.

4. Current dollar tuition and fees increased during the period by 77 percent at the University of Minnesota, by 72.5 percent at the private four-year colleges, by 55 percent at the State University System and by 46.7 percent in the community colleges.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Source: MHECB Technical Paper, **A Review of Tuition Alternatives for Minnesota Post-Secondary Education**, August 18, 1978.

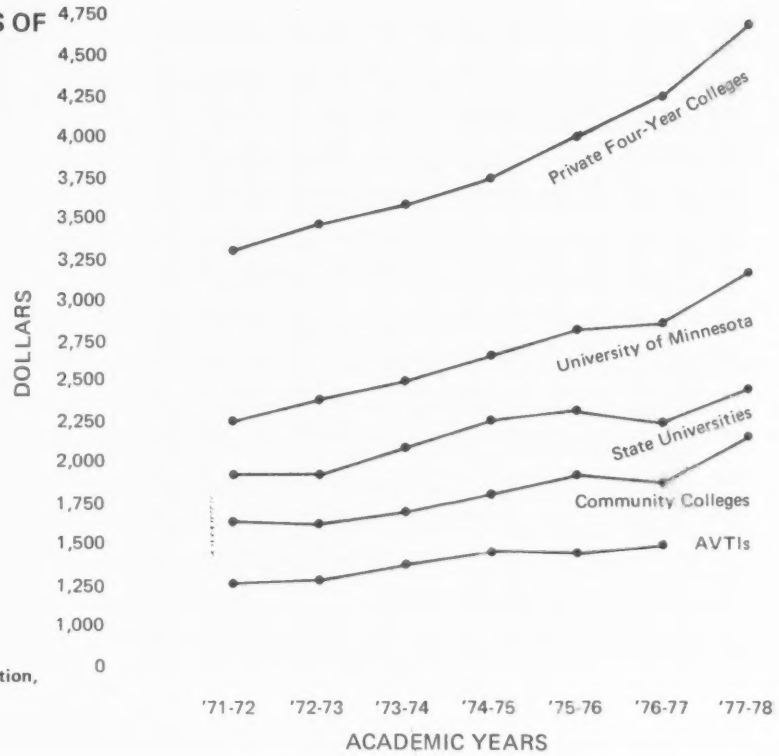
III.B.1 NET RESIDENT STUDENT COSTS OF ATTENDING POST-SECONDARY EDUCATION, IN CURRENT DOLLARS, 1971-72 TO 1977-78, BY SYSTEM

1. The average net costs of attending a private four-year college between 1971-72 and 1977-78 increased by 41.5 percent in current dollars.

2. The average net costs to students attending the University of Minnesota increased by 39.5 percent in current dollars.

3. The average net costs of attending post-secondary education in current dollars increased by 34.7 percent for community college students, by 28.3 percent for state university students and 20 percent for AVTI students.

Source: MHECB Technical Paper, **A Review of Tuition Alternatives for Minnesota Post-Secondary Education,** August 18, 1978.



III.C.1 NET RESIDENT STUDENT COSTS OF ATTENDING POST-SECONDARY EDUCATION, IN CONSTANT DOLLARS, 1971-72 TO 1977-78, BY SYSTEM

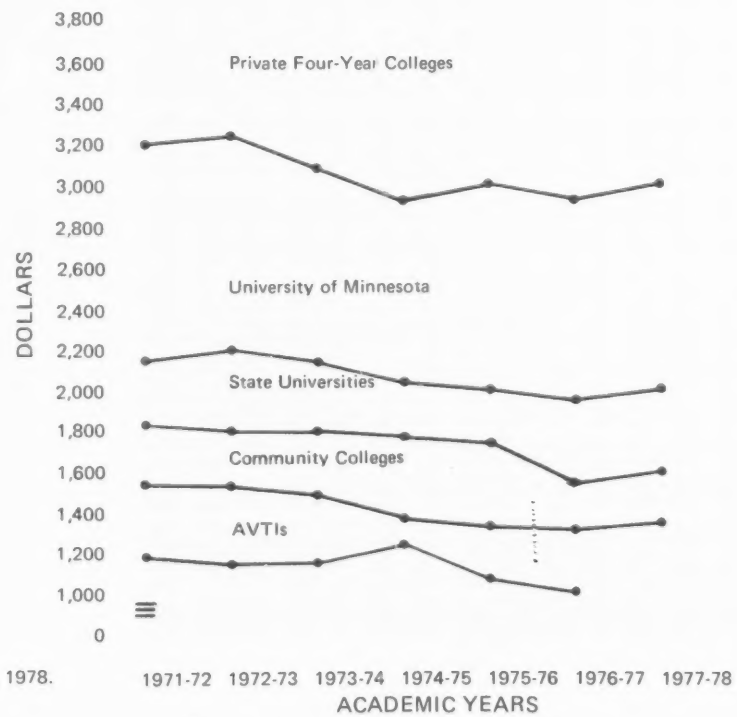
1. The average net costs of attending post-secondary education between 1971-72 and 1977-78 in constant dollars decreased in the public collegiate systems and private four-year colleges.

2. The average net costs of attendance for AVTI students decreased by 15.4 percent between 1971-72 and 1976-77.

3. The average net costs in constant dollars decreased by 14.8 percent for state university students, 10.5 percent for community college students, 7.4 percent for University of Minnesota students and 6 percent for private four-year college students between 1971-72 and 1977-78.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

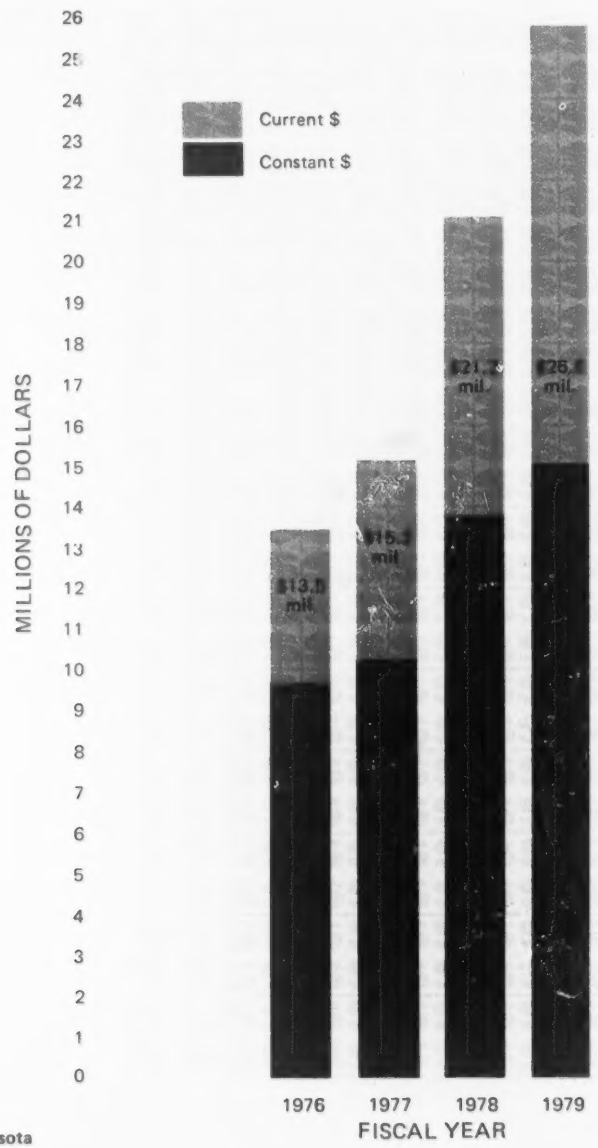
Source: MHECB, **A Review of Tuition Alternatives for Minnesota Post-Secondary Education,** August 18, 1978.



STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS

Reviewing the amount of state appropriations for scholarships and grants demonstrates the state's effort during the past few years to assist students who have financial need. Examining the appropriations in constant dollars indicates the effect of inflation on this assistance. Further assessments of the scholarship and grant programs are possible by calculating the amount of appropriations per student, the average amount of awards to students attending the various systems, the distribution of the award dollars by system and the distribution of awards by level of income for Fiscal Year 1979. By presenting the data on a per student basis in constant dollars, it is possible to observe the state's effort in real dollars while controlling for enrollment fluctuations.

III.D.1 APPROPRIATIONS FROM STATE FUNDS FOR MINNESOTA SCHOLARSHIPS AND GRANTS, FISCAL YEARS 1976-1979, IN CURRENT AND CONSTANT DOLLARS



1. Appropriations from state funds for scholarships and grants between Fiscal 1976 and 1979 increased 91 percent in current dollars.

2. In constant dollars, appropriations for scholarships and grants increased by 54.6 percent during the period.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

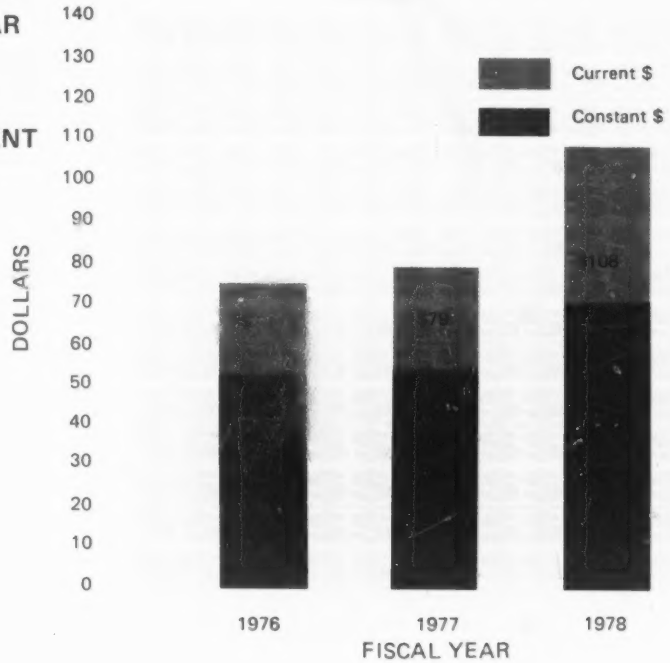
Sources: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

III.E.1 APPROPRIATIONS PER FULL-YEAR EQUIVALENT STUDENT FROM STATE FUNDS FOR MINNESOTA SCHOLARSHIPS AND GRANTS, FISCAL YEARS 1976-78 IN CURRENT AND CONSTANT DOLLARS

1. Appropriations per full-year equivalent student for state scholarships and grants between Fiscal 1976 and 1978 increased by 46 percent in current dollars and 31 percent in constant dollars.

2. Funds appropriated for state scholarships and grants in Fiscal 1978 equaled $108 for each full-year equivalent student enrolled, an increase of 37 percent over 1977.

3. In constant 1971 dollars, the 1978 appropriation for scholarships and grants was almost 30 percent more than the 1977 appropriation.

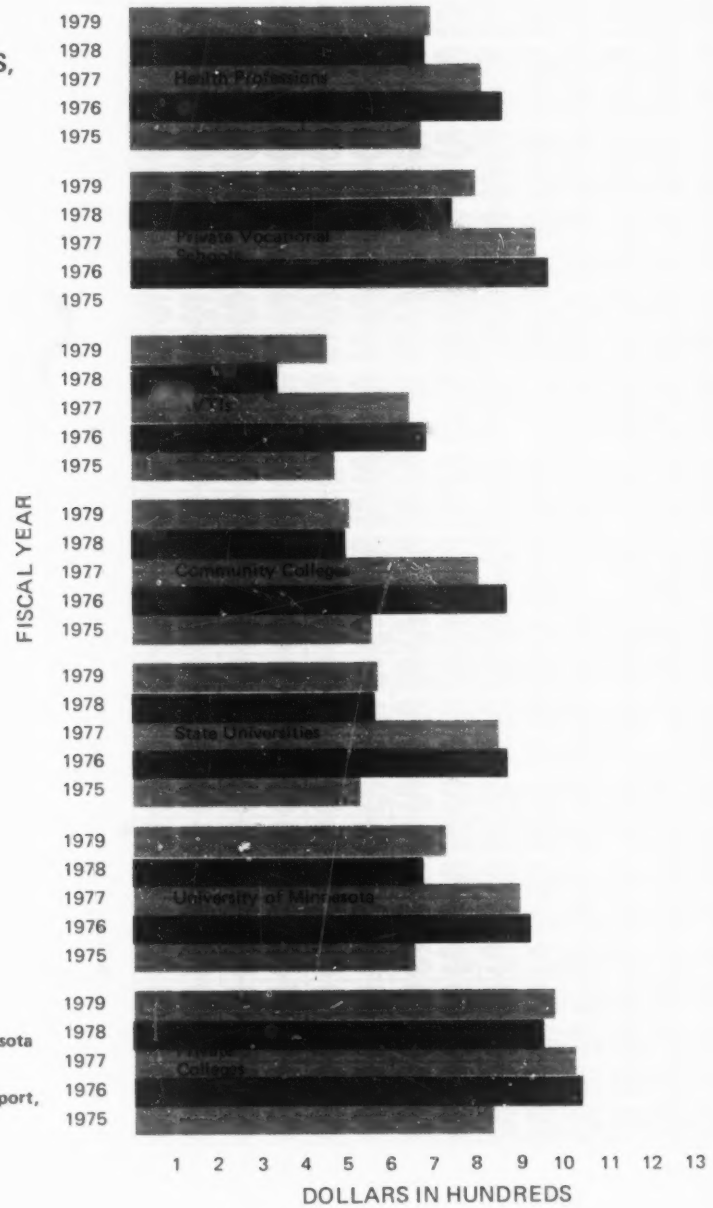


Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Sources: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

MHECB, **Fall 1978 Post Secondary Education Enrollment Survey**, April 1979.

III.F.1 AVERAGE AMOUNT OF SCHOLARSHIPS AND GRANTS AWARDED IN CURRENT DOLLARS, 1975-1979, BY SYSTEM



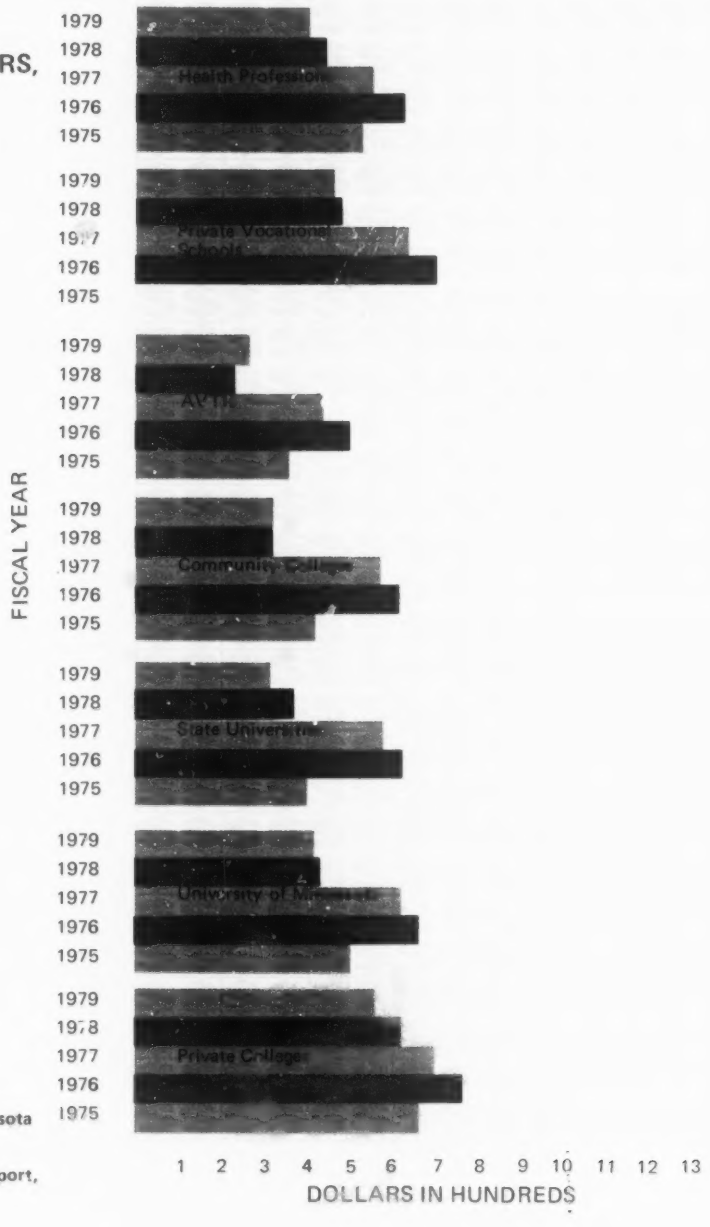
1. The average scholarship and grant award in current dollars declined in every system between 1976 and 1978.

2. In Fiscal Year 1979 the highest average award was $985 to students attending private colleges, and the lowest average award was $456 to students attending AVTIs.

Sources: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

MHECB, **Financial Aid in Minnesota: A Status Report**, March 1979.

III.G.1 AVERAGE AMOUNT OF SCHOLARSHIPS AND GRANTS AWARDED IN CONSTANT DOLLARS, 1975-1979, BY SYSTEM



1. The average scholarship and grant in constant dollars decreased in all systems between 1975 and 1979.

2. The average award in constant dollars between 1975 and 1979 declined by 31.8 percent for community college students, 27.7 percent for AVTI students, 19 percent for state university students and 18.4 percent for University of Minnesota students.

3. The average award in constant dollars decreased by 12.5 percent for students attending private colleges and by 23.4 percent for students attending health professions schools.

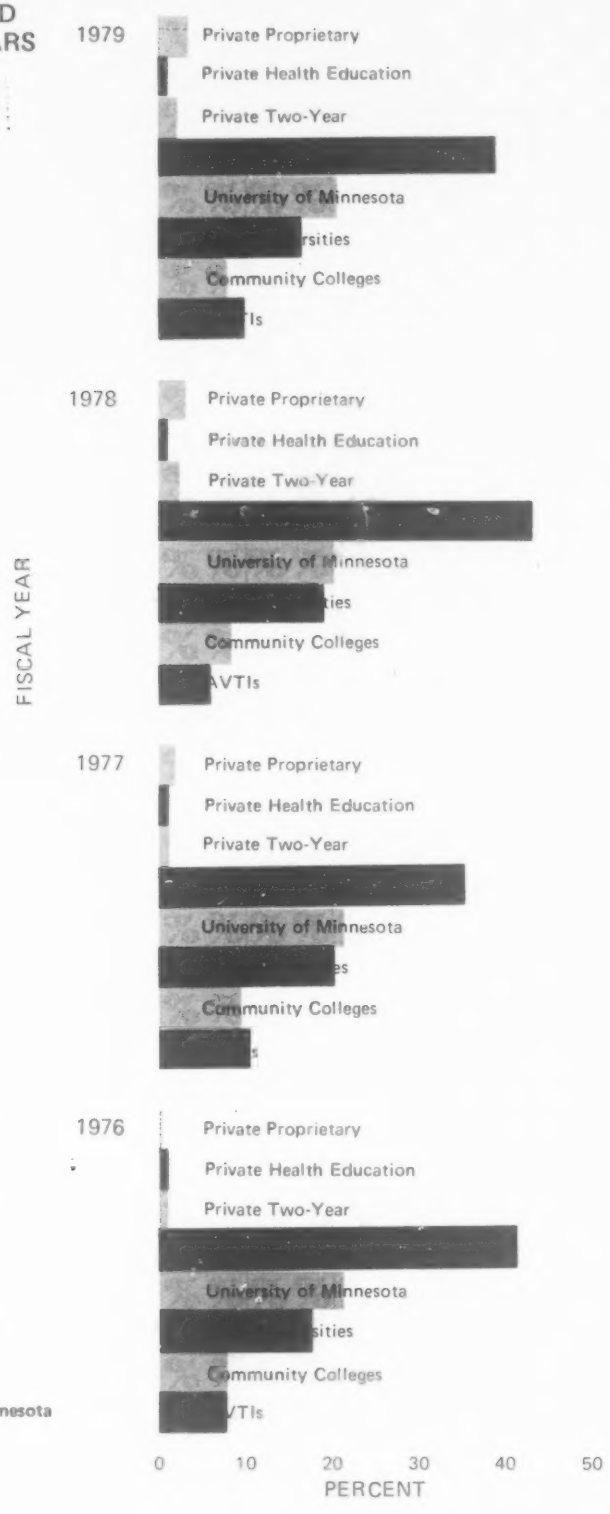
4. The average award amount in constant dollars peaked in Fiscal Year 1976 in all systems, and the second largest average awards were made in 1977.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Sources: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

MHECB, **Financial Aid in Minnesota: A Status Report**, March 1979.

III.H.1 PERCENTAGE DISTRIBUTION OF MINNESOTA SCHOLARSHIP AND GRANT DOLLARS, FISCAL YEARS 1976-1979, BY SYSTEM

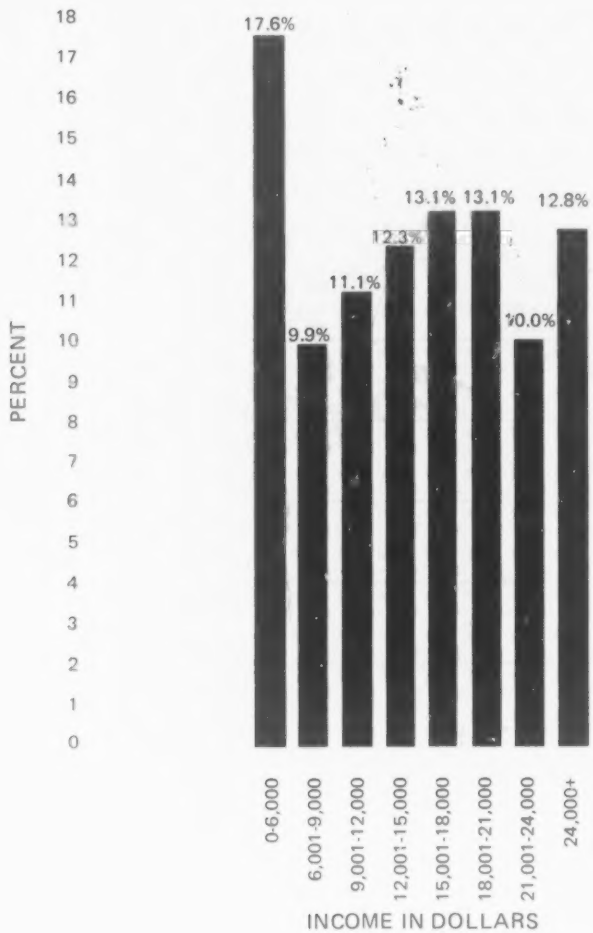


1. Students attending private four-year colleges between 1976 and 1979 received the largest percentage of funds for scholarships and grants, ranging from a high of 42.7 percent in 1978 to a low of 35 percent in 1977.

2. Students attending public institutions received 55 percent of the funds in 1976, 60.6 percent in 1977, 51.7 percent in 1978 and 54.4 percent in 1979.

Source: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

III.I.1 PERCENTAGE DISTRIBUTION OF SCHOLARSHIPS AND GRANT AWARDS, FISCAL YEAR 1979, BY LEVEL OF INCOME



1. Students with family incomes up to $6,000 received 17.6 percent of the scholarship and grant awards in 1979 while students with family incomes of $24,000 and above received 12.8 percent of the awards.

2. Students from low and middle income backgrounds, up to $21,000, received more than three-fourths of the scholarship and grant awards in 1979.

Source: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

MINNESOTA STUDENT LOAN PROGRAM

An examination of the funds available for the State Student Loan Program and the distribution of funds illustrates the growth of the program and changes in the use of funds. Portraying the data in both current and constant dollars shows the effect of inflation on the program.

III.J.1 TOTAL DOLLAR VOLUME FOR STATE STUDENT LOAN PROGRAM, FISCAL YEARS 1975-1979, IN CURRENT AND CONSTANT DOLLARS

1. The current dollar volume of the State Student Loan Program grew by almost 130 percent between 1975 and 1979.

2. The total dollar volume of the State Student Loan Program, in constant dollars, increased by 69 percent between 1975 and 1979.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Source: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

III.K.1 AVERAGE DOLLAR VOLUME FOR STATE STUDENT LOAN PROGRAM, FISCAL YEARS 1975-1979, IN CURRENT AND CONSTANT DOLLARS

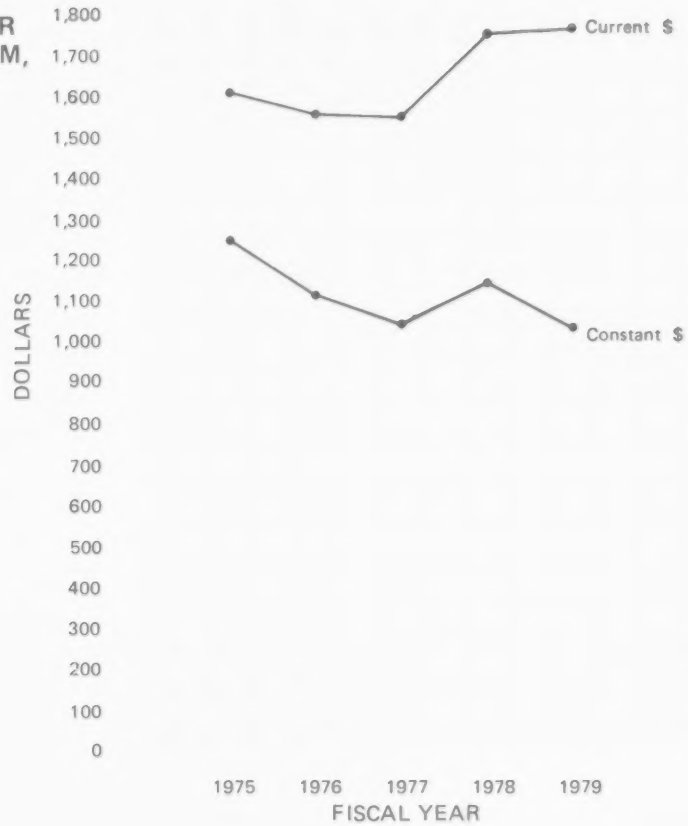
1. The average amount of a state student loan in current dollars increased by 10 percent, from $1,607 to $1,767, between 1975 and 1979.

2. The average state loan amount in constant dollars decreased by 18 percent between 1975 and 1979.

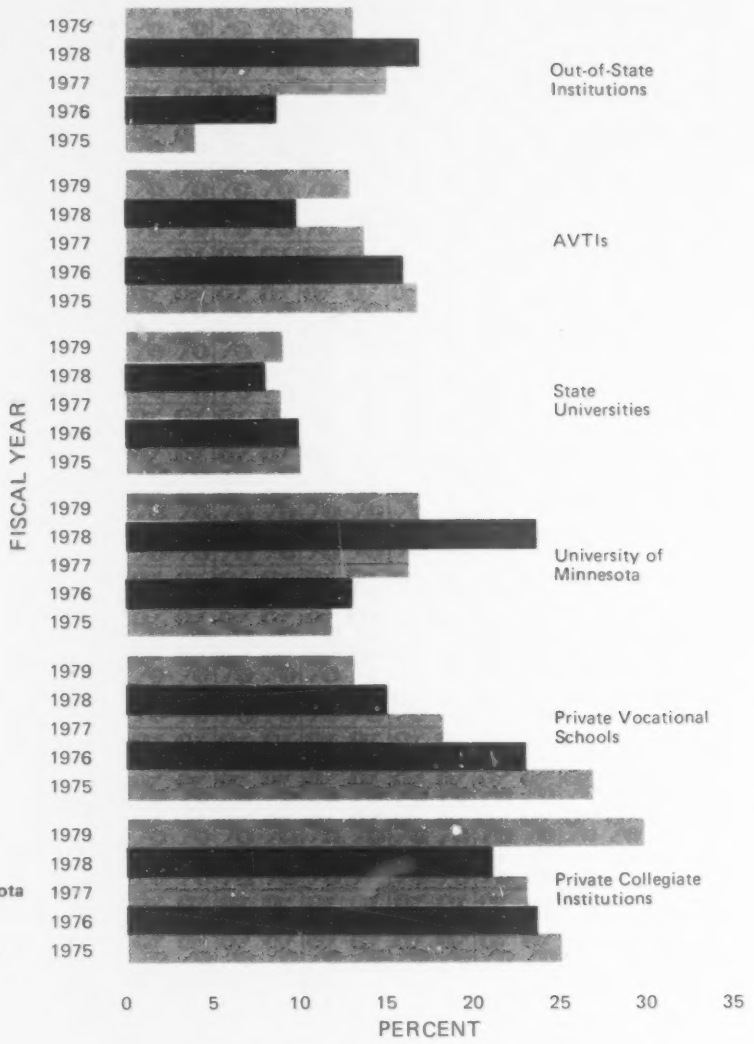
3. In both current and constant dollars, average loan amounts decreased between 1975 and 1977 and increased between 1977 and 1978.

Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Source: MHECB, Financial Aids Division.



III.L.1 PERCENTAGE DISTRIBUTION OF STATE STUDENT LOAN PROGRAM DOLLARS, FISCAL YEARS 1975-1979, BY SYSTEM



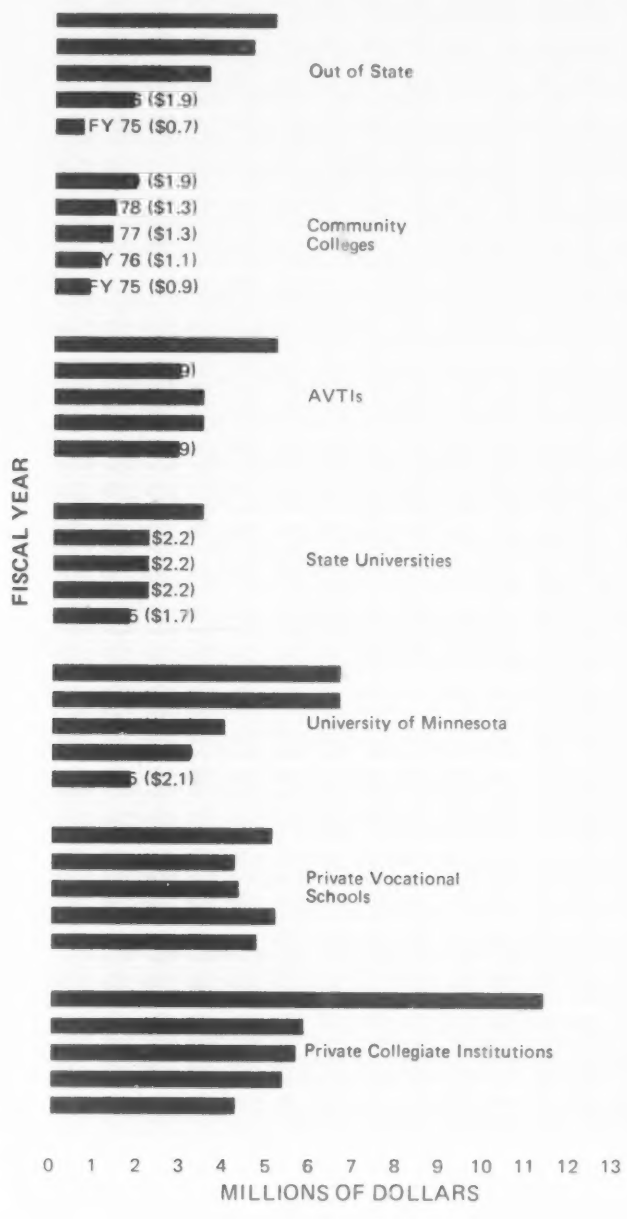
1. An increasing share of student loan dollars between 1975 and 1978 was to students attending the University of Minnesota and out-of-state institutions; the percentage of loans made to recipients attending all other systems declined.

2. The share of student loan dollars received by students attending the University of Minnesota, out-of-state schools and private vocational schools declined between 1978 and 1979 while the distribution of loan dollars to students attending all other systems increased, except the community colleges which remained stable.

Sources: MHECB, **Report to the Governor and 1979 Minnesota Legislature**, January 1979.

MHECB official statement for Series 1979 Student Loan Revenue Bonds.

III.M.1 DISTRIBUTION OF STATE STUDENT LOAN PROGRAM DOLLARS, 1975-1979, BY SYSTEM



1. The amount of state loan dollars borrowed by students attending all systems increased from $17.2 million in 1975 to $39 million in 1979, or 126 percent.

2. The amount of state loan money borrowed by students attending private collegiate institutions almost doubled between 1978 and 1979, increasing from $5.9 million to $11.7 million.

3. The amount of loan money borrowed by students attending all systems increased between 1978 and 1979 except at the University of Minnesota, where loan dollar volume remained stable.

4. Total loan volume since the start of the program through Fiscal Year 1979 was $130.9 million.

Source: MHECB, **Report to the Governor and 1979 Minnesota Legislature,** January 1979.

SECTION IV. FINANCING

INTRODUCTION

Both the state and federal governments provided generous support to institutions and students in the 1970s. This financial commitment reflected the importance of education in meeting the needs of individuals, the state and the nation. Strong support also came from the private sector.

This financial support has enabled the state to expand facilities, to hire faculty and to assist students attending both public and private institutions; in short, the financial investment has resulted in a diversity of opportunities that are generally recognized as high quality.

This section looks at a variety of financial trends and conditions. It includes data on the sources of the public systems' revenues, and it provides a comparison of the state's investment in the public and private sectors. Also included is information showing the level and distribution of state appropriations per student and revenues received by the systems from students in the form of tuition and from federal and private sources. The section examines trends in the average cost of instruction by system and study field, the allocation of funds to instructional programs, the distribution of salaries by system, sex and rank, and aggregate salary trends.

An evaluation of financial trends and conditions is important in measuring whether adequate funding for post-secondary education is being provided. As enrollments decline in the 1980s, tuition revenue and state appropriations can be expected to decline under current funding policies. Reductions in these two major revenue sources will have significant implications for the financing of post-secondary education and the number, location, variety and quality of programs. Virtually all the major policy issues facing post-secondary education require an understanding of financial conditions. Some of the related issues are: what is the appropriate investment in post-secondary education and how should it be distributed; who should pay for post-secondary education and how much?

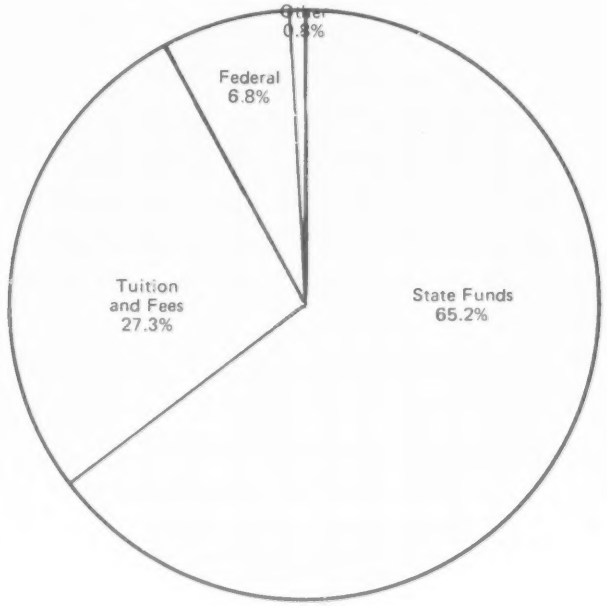
In addressing these issues, in the light of projected enrollment trends and current economic conditions, a reexamination of the level of state support for post-secondary education, the amount students should pay and the amount financial assistance should provide to students will be necessary. Other financial policy issues include support for private institutions vs. public institutions, the number of faculty that can be supported and levels of compensation for them.

ESTIMATED REVENUE

The sources and distribution of revenue vary significantly among the state's post-secondary education systems and institutions. Because of these varied revenue patterns, the fiscal effects of inflation, enrollment patterns, salary trends and state policies for post-secondary education have substantial and different implications for each system. Institutions which rely on tuition revenue for a large percentage of their income are particularly vulnerable to enrollment fluctuations, financial aid policies and high inflationary rates.

IV.A.1-A.5 ESTIMATED REVENUE, 1978, BY SOURCE AND SYSTEM

IV.A.1 COMMUNITY COLLEGE SYSTEM



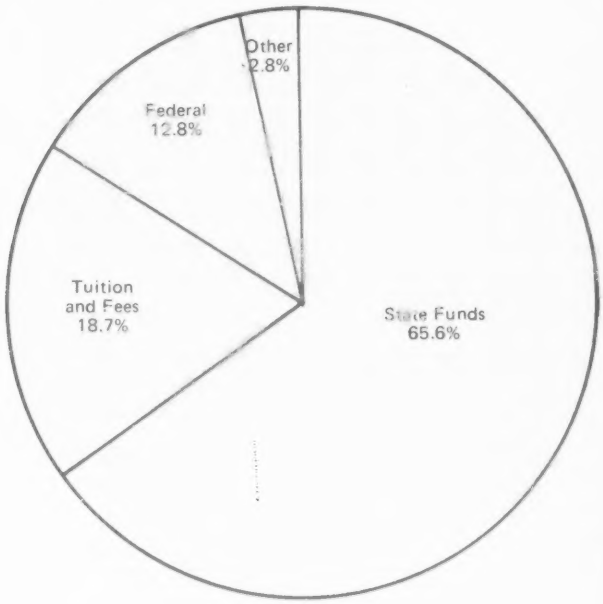
1. State appropriations accounted for more than 65 percent of all revenue in the Community College System in 1978.

2. Tuition and fees, when combined with state appropriations, provided almost 93 percent of all revenue in the Community College System in 1978.

3. Revenue from federal sources represented less than 7 percent of the income received by the Community College System in 1978.

Source: 1979-81 legislative appropriations request.
– does not include auxiliary enterprises.

IV.A.2 STATE UNIVERSITY SYSTEM



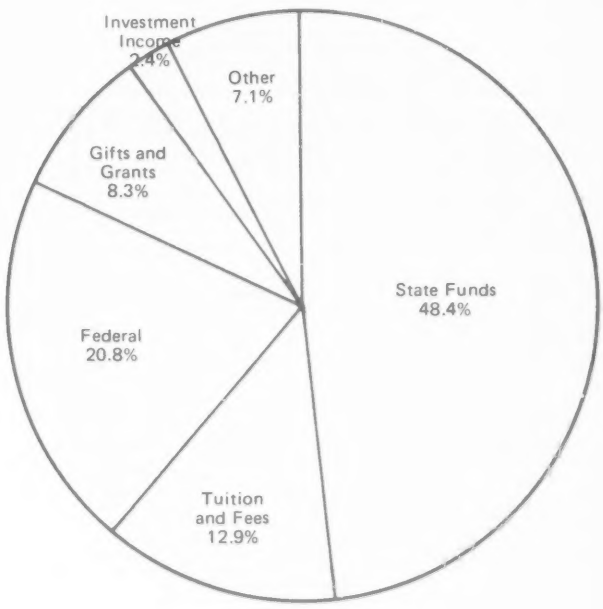
1. State appropriations represented almost 66 percent of all revenue to the State University System in 1978.

2. State funds and tuition revenue accounted for almost 85 percent of all revenue in the State University System in 1978.

3. Federal funds represented 12.8 percent of all revenue in the State University System in 1978.

Source: 1979-81 legislative appropriations request.
– does not include auxiliary enterprises.

IV.A.3 UNIVERSITY OF MINNESOTA



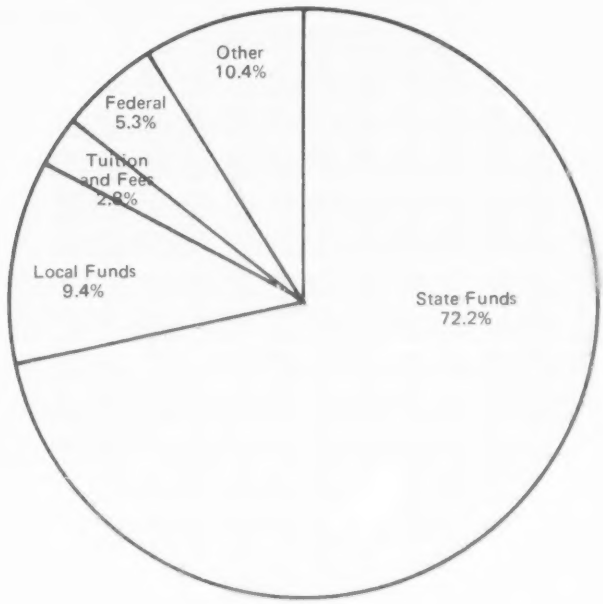
1. State appropriations accounted for less than half the revenue in the University of Minnesota in 1978.

2. Together, state appropriations and tuition receipts comprised 61 percent of all revenue in the University of Minnesota in 1978.

3. Federal revenue accounted for one-fifth of all revenue in the University of Minnesota in 1978.

Source: Annual Financial Report, U. of M.
– does not include auxiliary enterprises or hospitals.

IV.A.4 AREA VOCATIONAL-TECHNICAL INSTITUTES

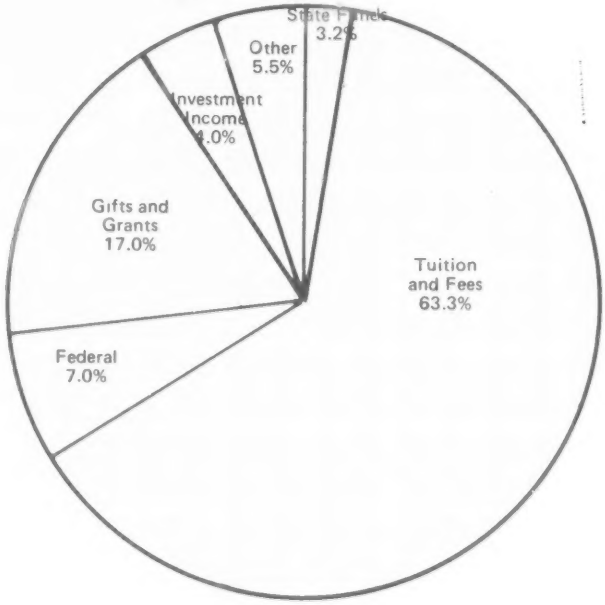


1. State appropriations accounted for more than 72 percent of all revenue in the area vocational-technical institutes in 1978.

2. Revenue from local sources represented less than 10 percent of the income in the AVTIs in 1978.

Source: 1979-81 legislative appropriations request.
– does not include auxiliary enterprises.

IV.A.5 MINNESOTA PRIVATE COLLEGES



1. Tuition and fees accounted for more than 63 percent of the revenue in Minnesota private colleges in 1977.

2. Revenue from private sources in the form of gifts and grants to the private colleges totaled 17 percent in 1977 and represented the second largest source of revenue.

3. Eight out of every ten dollars received by the private colleges in 1978 came from private sources and students.

Source: HEGIS 2300-4

RELATIVE PUBLIC INVESTMENT IN PUBLIC AND PRIVATE SECTORS OF POST-SECONDARY EDUCATION

Deciding how much to invest in post-secondary education and how to allocate those funds is one of the primary policy decisions made by the governor and legislature. Policy decisions about how to distribute public funds between institutions and financial aid and the amount of public assistance provided to private institutions through public programs can significantly affect programs and access to post-secondary education. These data do not include auxiliary enterprises or capital construction funds. The appropriated expenditures to the private colleges and the scholarship and grant programs are part of the Coordinating Board's budget, which in 1978 totaled approximately $29 million in state appropriations.

IV.B.1-B.3 RELATIVE PUBLIC INVESTMENT IN PUBLIC AND PRIVATE SECTORS OF POST-SECONDARY EDUCATION, FISCAL YEAR 1978

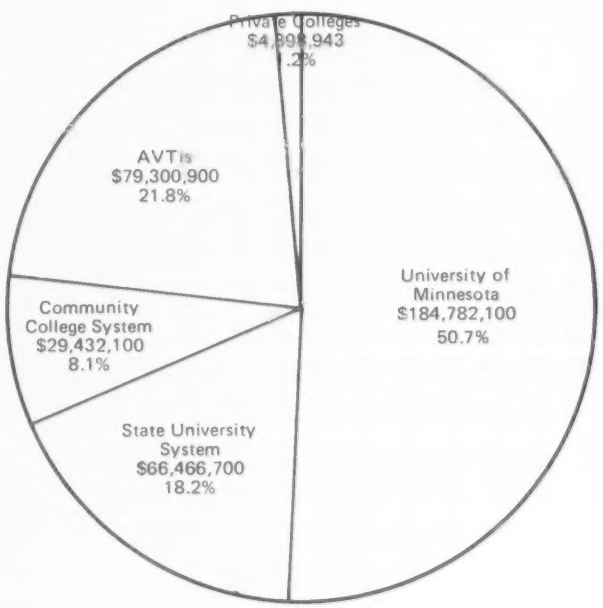
1. Of those state funds appropriated to the public post-secondary education systems for 1978, slightly more than half was expended by the University of Minnesota.

2. As measured by state expended appropriations, the AVTIs were the second largest post-secondary system in Minnesota in 1978; they expended 21.8 percent of those state funds made available for post-secondary operating expenses.

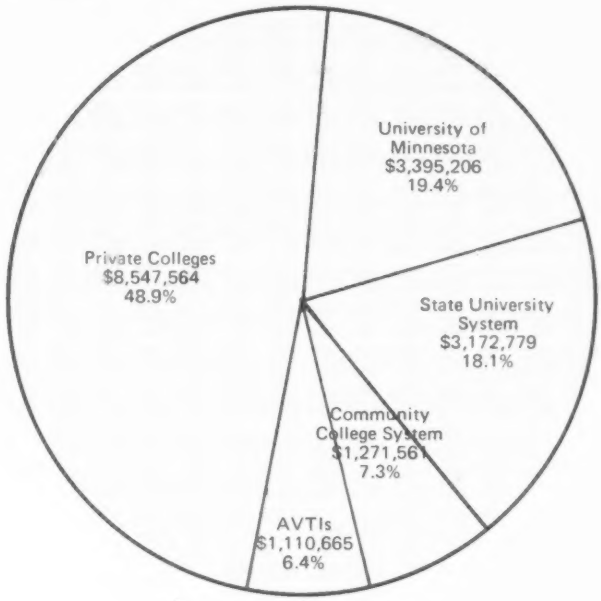
3. The private colleges received 1.2 percent of all public dollars appropriated to post-secondary education systems for 1978; this money was distributed through the Private College Contract Program.

Source: MHECB, **Planning for the 1980s**, January 1979.

IV.B.1 STATE APPROPRIATED EXPENDITURES



IV.B.2 FINANCIAL AID AWARDS

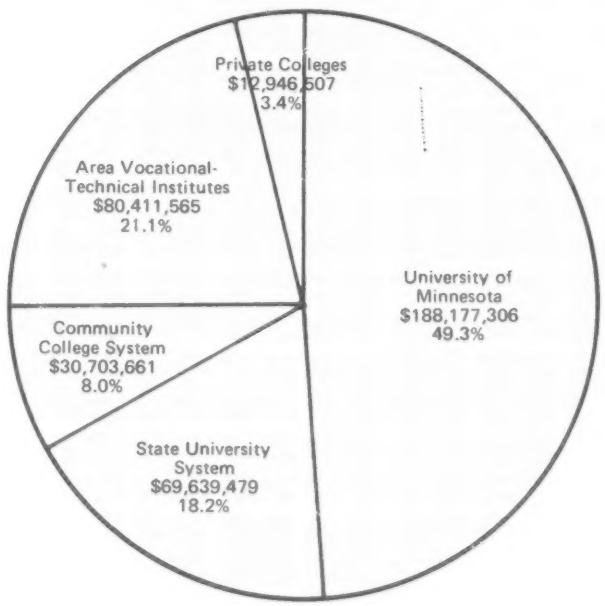


1. Students enrolled in Minnesota private post-secondary institutions received almost half the state funds appropriated for 1978 financial aid grants and scholarships.

2. Students enrolled in the public systems received 51.1 percent of the state funds used to support scholarship and grant programs for students with financial need.

Source: MHECB, **Planning for the 1980s,** January 1979.

IV.B.3 STATE APPROPRIATED EXPENDITURES AND TOTAL FINANCIAL AID AWARDS



1. The University of Minnesota and its students received slightly less than half of all funds provided by the state to support post-secondary education in 1978.

2. Private post-secondary education students and institutions received 3.4 percent, $12.9 million, of all state funds for post-secondary education. The remainder, 96.6 percent, was used by institutions and students in the public sector.

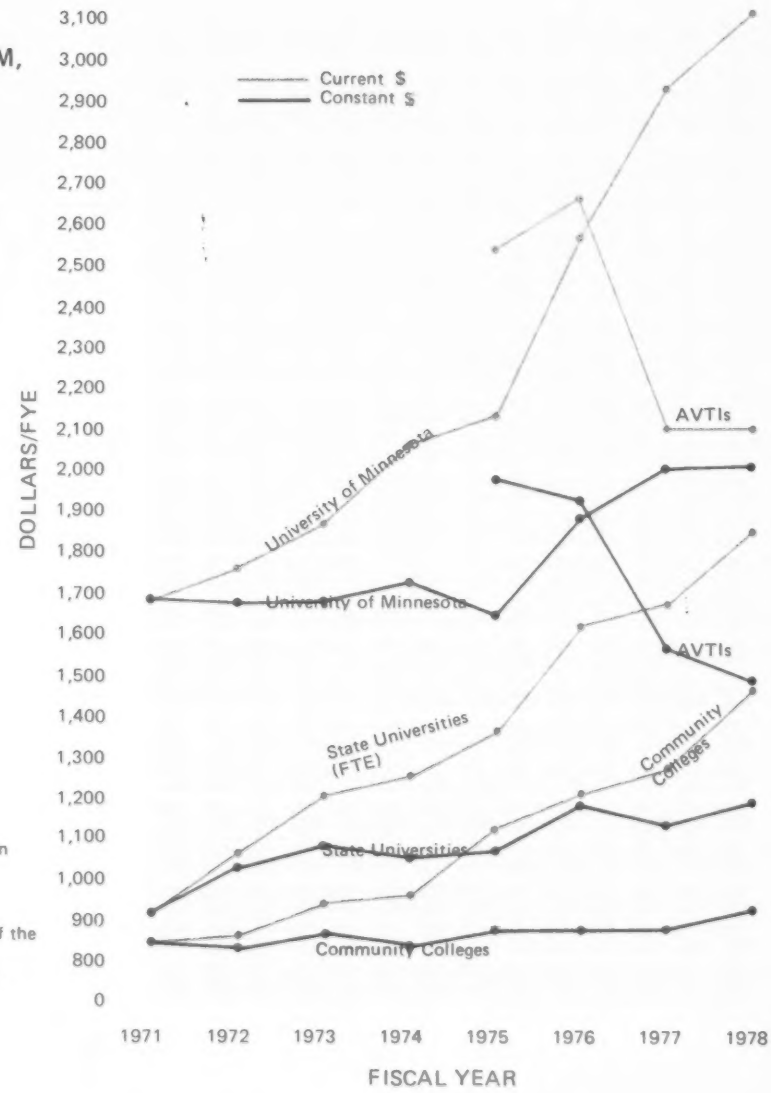
3. State funds for post-secondary education totaled $381.9 million in 1978.

Source: MHECB, **Planning for the 1980s,** January 1979.

STATE APPROPRIATIONS PER FULL-YEAR EQUIVALENT STUDENT

Examining public support for post-secondary education on a per student basis controls for changing enrollment levels. This is significant because historically a close relationship has existed between state funding for post-secondary education and enrollments in Minnesota. Portraying the data in constant dollars shows the extent to which state funding for post-secondary education has kept pace with inflation. The decreased support for the area vocational-technical institutes in 1978 was caused in part by the imposition of tuition charges for resident students by the legislature. While the majority of these funds are used for faculty salaries, institutions must purchase supplies, equipment and meet other educational expenses with their limited resources. If state funds do not keep pace with inflation, institutions must absorb the loss of purchasing power through more efficient budget practices.

IV.C.1 STATE APPROPRIATIONS PER STUDENT, 1971-1978, BY SYSTEM, IN CURRENT AND CONSTANT DOLLARS



1. State appropriations per full-year equivalent student in constant dollars increased in the collegiate systems between Fiscal Years 1971 and 1978.

2. State appropriations per average daily membership in constant dollars decreased in the AVTIs between 1975 and 1978.

3. Each of the public collegiate systems experienced an increase of at least 50 percent in current dollar state appropriations per student between Fiscal Years 1975 and 1978.

4. The AVTIs experienced a decline of almost 10 percent in current dollar state appropriations per full-year student between Fiscal Years 1975 and 1978.

Notes: 1) Metropolitan State University excluded
2) AVTI data include debt service appropriations in 1975 and 1976.
3) Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Sources: Minnesota Community College System, Office of the Chancellor
State University Board, Office of the Chancellor
University of Minnesota, Office of Management Planning and Information

TUITION REVENUE

Trends in tuition revenue are tied closely to state decisions on financing and reflect state policy on how to share the burden of financing post-secondary education by taxpayers and students.

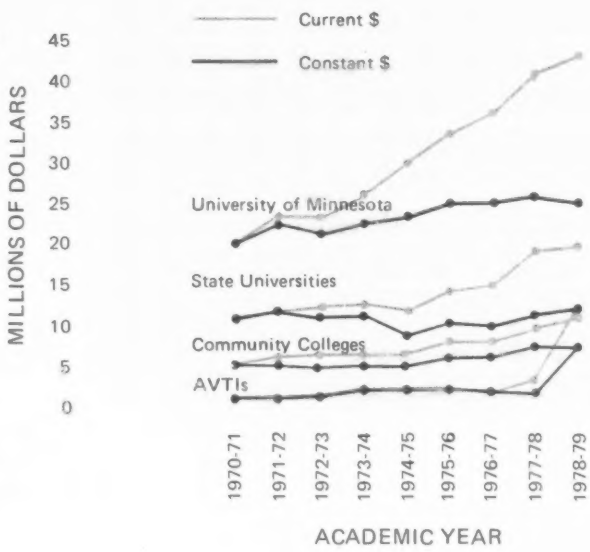
Tuition revenue is a primary source of income for systems and institutions of post-secondary education. While tuition revenue decreased in real terms in most systems during the eight-year period, tuition revenue in current dollars increased as enrollments grew. As enrollments decline during the 1980s, tuition revenue can be expected to decrease accordingly, which may require a reexamination of state tuition policy. The data include all tuition revenue from resident and nonresident students and for students enrolled both full and part-time.

IV.D.1 TUITION REVENUE IN CURRENT AND CONSTANT DOLLARS, 1970-71 TO 1978-79, BY SYSTEM

1. In terms of 1971 dollars, the University of Minnesota and the community colleges experienced a 33 percent increase in tuition revenue between 1970-71 and 1978-79.

2. The State University System's tuition receipts in constant dollars remained relatively stable between 1971 and 1979.

3. AVTI tuition revenues increased sharply in 1978-1979 when a tuition charge of $2 per day for resident students under 21 was instituted.



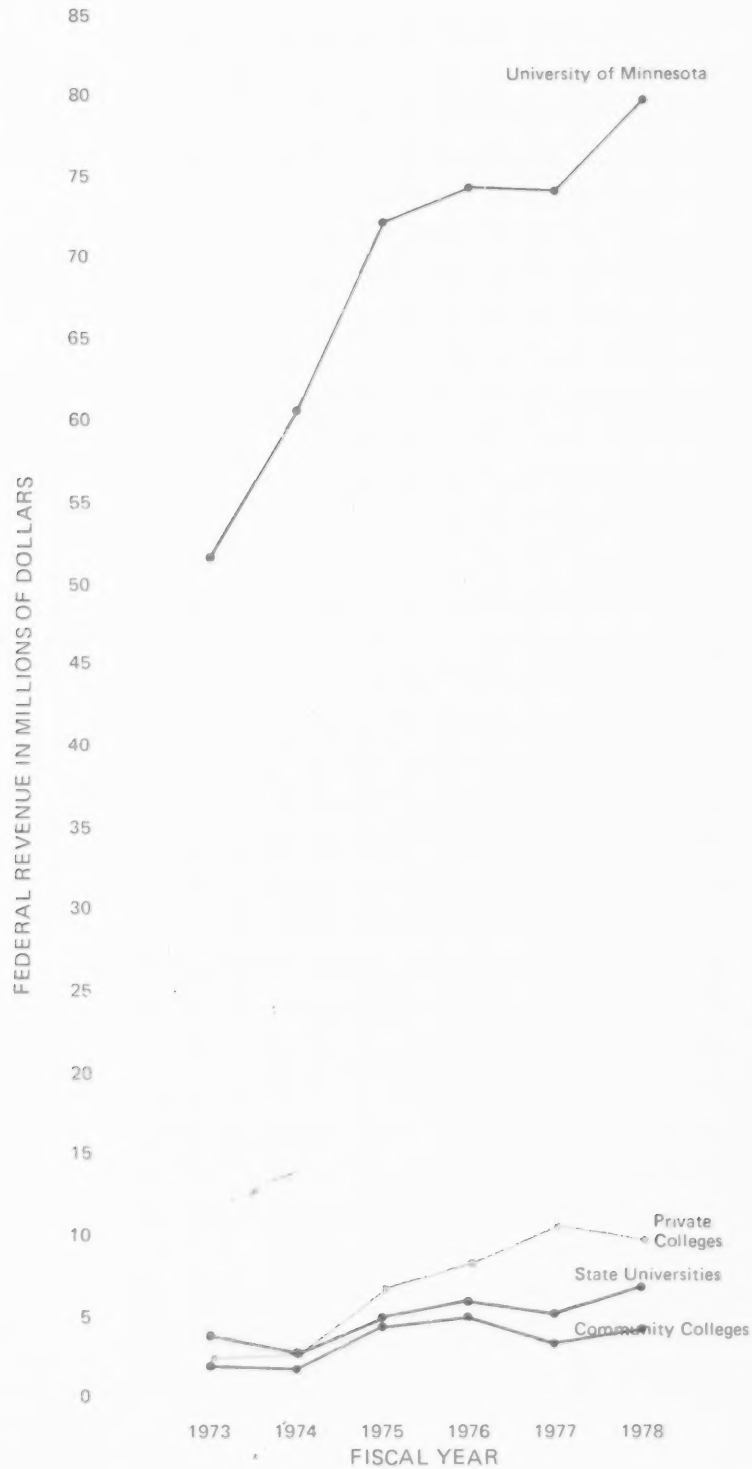
Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Sources: Budget Submission; MHECB Staff Technical Paper, **A Review of Tuition Alternatives for Minnesota Post Secondary Education**, August 18, 1978.

FEDERAL REVENUES

Revenue from the federal government is a major source of income for the University of Minnesota. Federal revenue is not a primary income source for the other systems of public and private post-secondary education. By and large, federal revenue is not used to support the general education program of an institution. Rather federal funds are typically obtained for special purposes, and primarily research at the University of Minnesota. The graph below does not include federal funds designated for student financial aid. The University of Minnesota is ranked among the top major universities in the United States in receipt of federal funds.

IV.E.1 FEDERAL REVENUES, 1973-1978, BY SYSTEM



1. Federal revenue in public and private collegiate institutions increased between Fiscal Years 1973 and 1978.

2. By 1978 federal revenue at the University of Minnesota had grown to more than $78 million, an increase of approximately 55 percent, or $28 million, in five years.

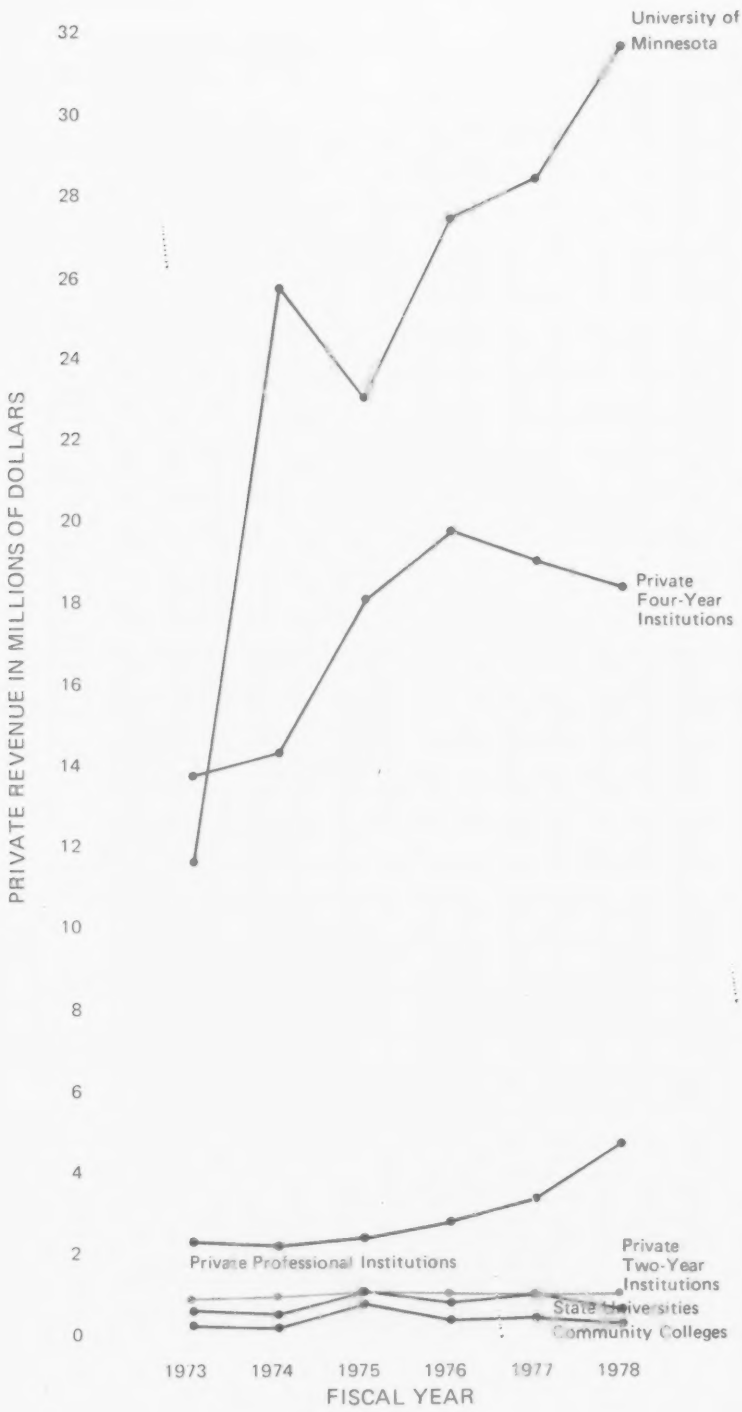
3. The private colleges experienced a decline in federal revenue in Fiscal 1978 for the first time following four years of increasing federal revenues.

Source: HEGIS 2300-4.

PRIVATE REVENUES

Revenue from private sources usually consists of gifts and grants from individuals or organizations. The use of private revenues can be restricted by the donor or left to the discretion of the systems or institutions receiving the funds. The University of Minnesota and the private four-year colleges are the primary recipients of private gifts and grants in Minnesota. During the five-year period, the University of Minnesota significantly increased the amount of privately endowed revenue it obtained. It ranks sixth in the nation in receipt of private funds. Most privately endowed gifts and grants are invested, and the interest is used to support the cost of various educational, research and service activities.

IV.F.1 PRIVATE REVENUES, 1973-1978, BY SYSTEM



1. Revenue from private sources almost tripled at the University of Minnesota between 1973-1978.

2. The University of Minnesota surpassed the private colleges in fund raising from private sources in 1974, and in 1978 the University raised $15 million more in private revenue than the amount raised by the private colleges.

3. Revenue from private sources declined by $1.2 million at the private four-year colleges between 1976 and 1978.

4. Revenue from private sources increased in all systems between 1973 and 1978.

Source: HEGIS 2300-4.

AVERAGE COST OF INSTRUCTION

The development of cost of instruction information enables one to understand the expenditure patterns of an institution and to assess, for budgeting purposes, the implication of changes in student instructional demands. Instructional cost data also permit one to compare relative costs of instruction with institutional priorities. Instructional costs vary by program and level of instruction. The costs below include both direct expenditures to support departmental activities and support expenditures for libraries, academic support, institutional administration, student services and physical plant operations. Auxiliary enterprises and capital construction funds are not included.

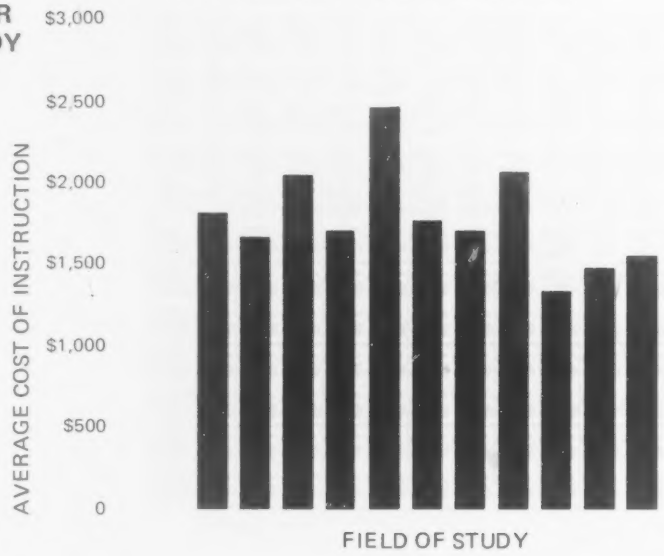
IV.G.1-G.5 AVERAGE COST OF INSTRUCTION, FISCAL YEAR 1977, BY SYSTEM AND STUDY FIELD

1. The most expensive programs offered by the community colleges in Fiscal Year 1977 were in the health services field, and the least expensive field of study was psychology.

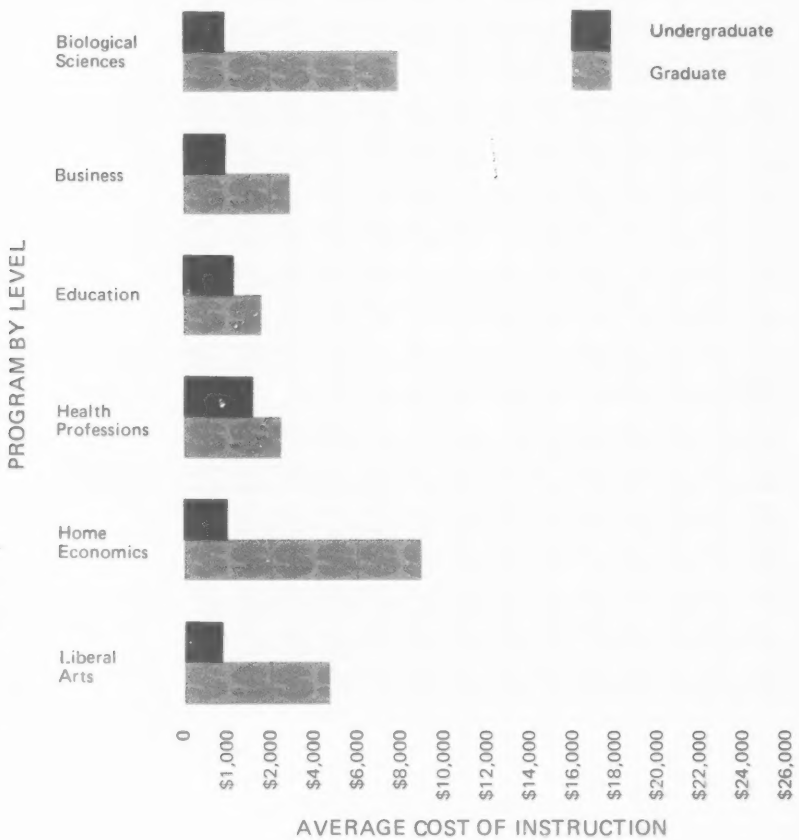
2. The average cost of instruction in the Community College System in 1977 ranged from $2,428 per student in the health services field to $1,337 per student in psychology.

Source: MHECB Unit Cost Study, Fiscal Year 1977

IV.G.1 COMMUNITY COLLEGE SYSTEM



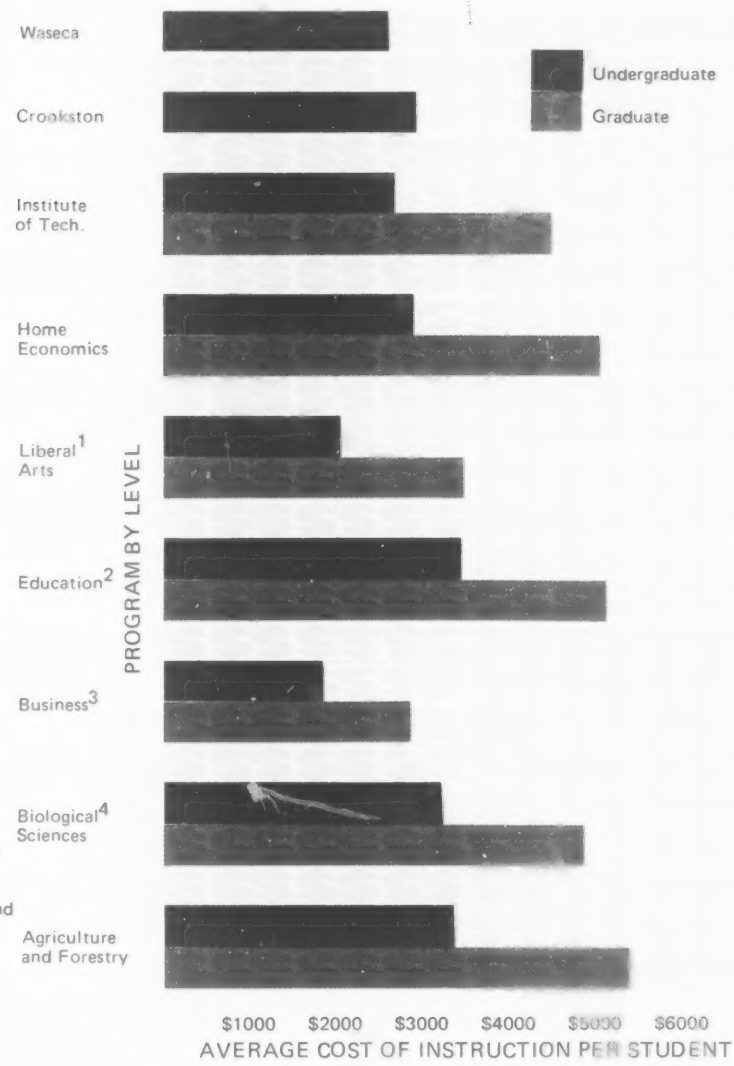
IV.G.2 STATE UNIVERSITY SYSTEM



1. The most expensive undergraduate field of study offered in the State University System in 1977 was health professions, followed by education and business. Liberal arts was the least expensive field of study on a per student basis.

Source: MHECB Unit Cost Study, Fiscal Year 1977

IV.G.3 UNIVERSITY OF MINNESOTA
UNDERGRADUATE AND GRADUATE



1. Undergraduate instruction in the College of Education was the most expensive baccalaureate program at the University of Minnesota in 1977.

2. Undergraduate instruction in the College of Business was the least expensive baccalaureate program at the University of Minnesota in 1977.

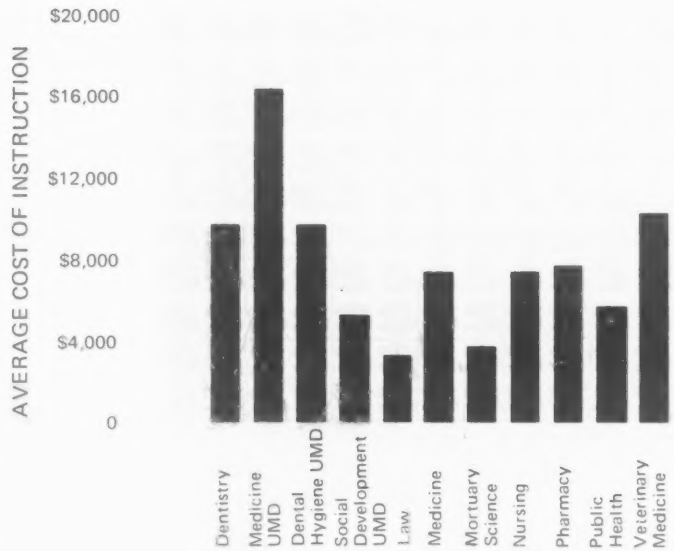
3. Agriculture and Forestry was the most expensive graduate program at the University of Minnesota in 1977 and was followed closely by home economics and education.

4. The cost of instruction at Crookston and Waseca in 1977 was equal to or greater than the cost of undergraduate instruction in the Institute of Technology.

Notes:
1. Includes Morris; CLS and School of Fine Arts, UMD; CLA, Twin Cities
2. Includes UMD and Twin Cities
3. Includes School of Business and Economics, UMD and College of Business Administration, Twin Cities
4. Twin Cities only.

Source: MHECB Unit Cost Study, Fiscal Year 1977

IV.G.4 UNIVERSITY OF MINNESOTA PROFESSIONAL



1. The Duluth Medical School was the most expensive instructional program in the University of Minnesota in 1977; the average cost exceeded $16,000 per student.

2. The cost of medical school instruction at the Twin Cities campus in 1977 was slightly more than $7,000 per student.

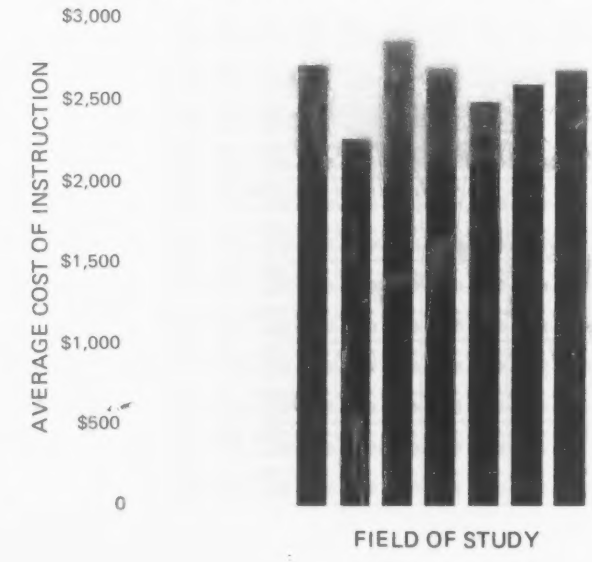
3. The second most expensive instructional program in the University of Minnesota in 1977 was veterinary medicine.

4. The dental hygiene program at Duluth was the fourth most expensive instructional program at the University of Minnesota in 1977 and approached $10,000 per student, almost equal to the cost of training a dentist at the Twin Cities.

5. Law was the least expensive of the professional instructional programs in 1977 at the University of Minnesota.

Source: MHECB Unit Cost Study, Fiscal Year 1977

IV.G.5 AREA VOCATIONAL-TECHNICAL INSTITUTES



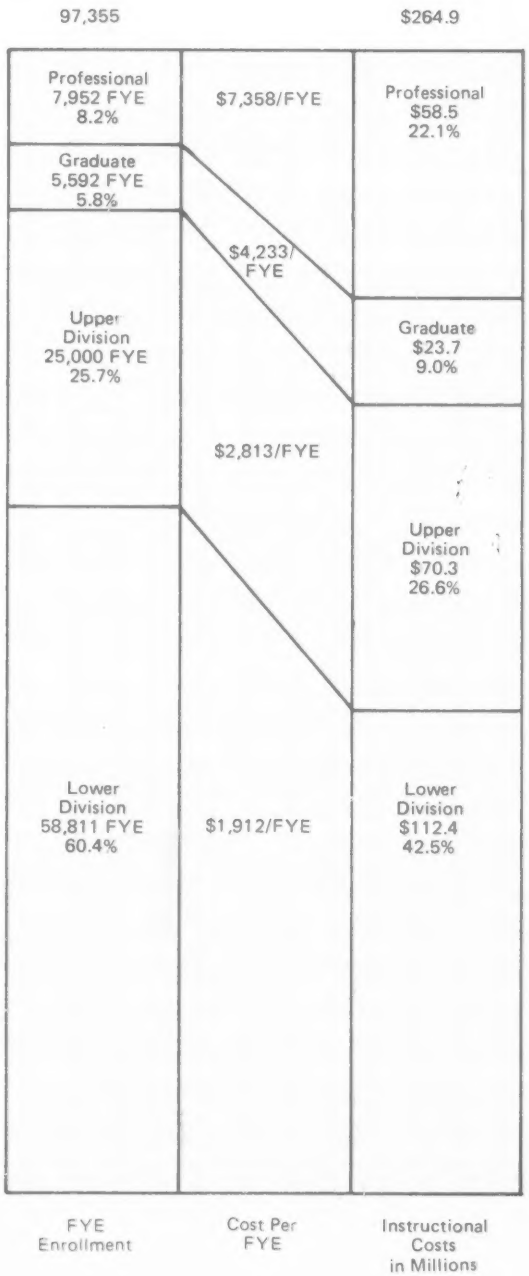
1. Average instructional costs in the AVTIs in Fiscal Year 1977 ranged from a high of $2,831 per student in the health technologies to a low of $2,233 per student in distributive education.

Source: MHECB Unit Cost Study, Fiscal Year 1977

ANNUAL INSTRUCTIONAL COSTS AND FULL-YEAR EQUIVALENT ENROLLMENT BY LEVEL

Graduate and professional programs are more expensive to offer than undergraduate programs. The graph below illustrates the relationship between total students served and total instructional expenditures by level of instruction. Changes over time in the mix of programs and the distribution of student enrollments can have significant budgetary implications for an institution. The expenditures include both direct instructional activities and support programs, or total instructional costs.

IV.H.1 ANNUAL INSTRUCTIONAL COSTS AND FULL-YEAR EQUIVALENT ENROLLMENT BY LEVEL, FISCAL YEAR 1977, PUBLIC COLLEGIATE INSTITUTIONS



1. Lower division accounted for 60 percent of the students enrolled in public collegiate institutions in Fiscal Year 1977, but received only 42.5 percent of the instructional budget, or $1,912 per full-year equivalent student.

2. Upper division accounted for 25.7 percent of the students enrolled in public collegiate institutions in 1977 and received 26.6 percent of the budget,or $2,813 per full-year equivalent student.

3. Graduate level programs enrolled 5.8 percent of the students in public collegiate institutions in 1977 and received 9 percent of the instructional budget, or $4,233 per student.

4. Professional programs accounted for 8.2 percent of the students enrolled in 1977 but received 22.1 percent of the instructional budget, or $7,358 per full-year equivalent student.

Source: MHECB

AVERAGE WEIGHTED FACULTY SALARIES

A review of average weighted salaries by system shows how faculty compensation in Minnesota's three public systems changed over an eight-year period. Examining salaries in constant dollars shows the effects of inflation on faculty pay. Average weighted salary is for all faculty members on full-time nine-month appointments. It is total funds expended for salaries for nine-month appointments divided by total faculty with nine-month appointments.

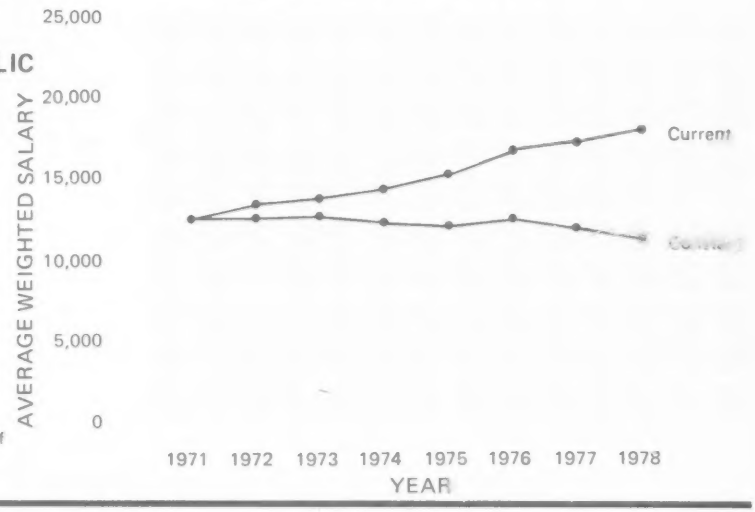
IV.I.1-I.3 AVERAGE WEIGHTED SALARY IN CURRENT AND CONSTANT DOLLARS FOR NINE-MONTH FACULTY, 1971-1978, BY PUBLIC COLLEGIATE SYSTEM

1. Faculty salaries in public collegiate institutions did not keep pace with inflation between 1971 and 1978.

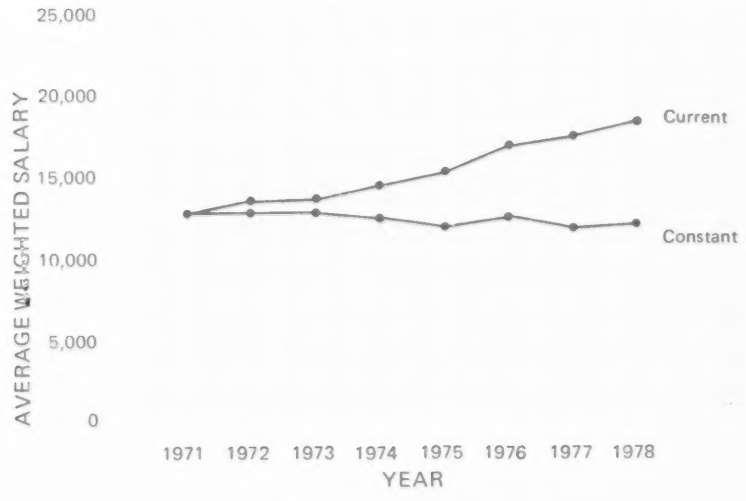
Note: Base Year 1971 = 100, Minneapolis-St. Paul Consumer Price Index

Source: Public Employee Study, Minnesota Department of Finance, 1979

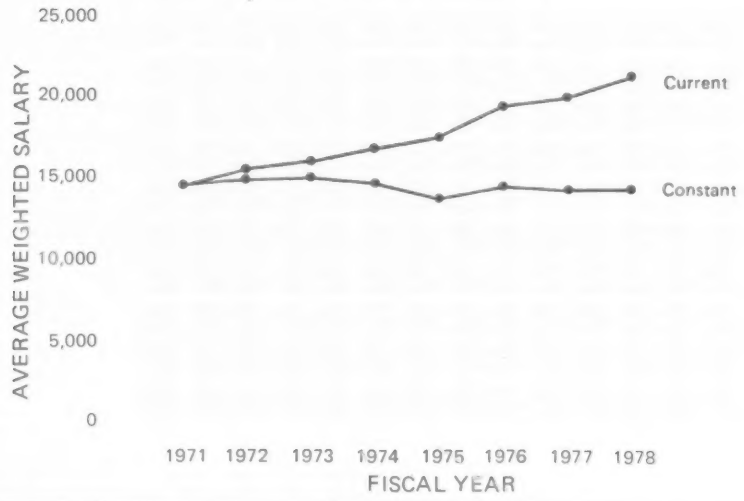
IV.I.1 COMMUNITY COLLEGE SYSTEM



IV.I.2 STATE UNIVERSITY SYSTEM



IV.I.3 UNIVERSITY OF MINNESOTA

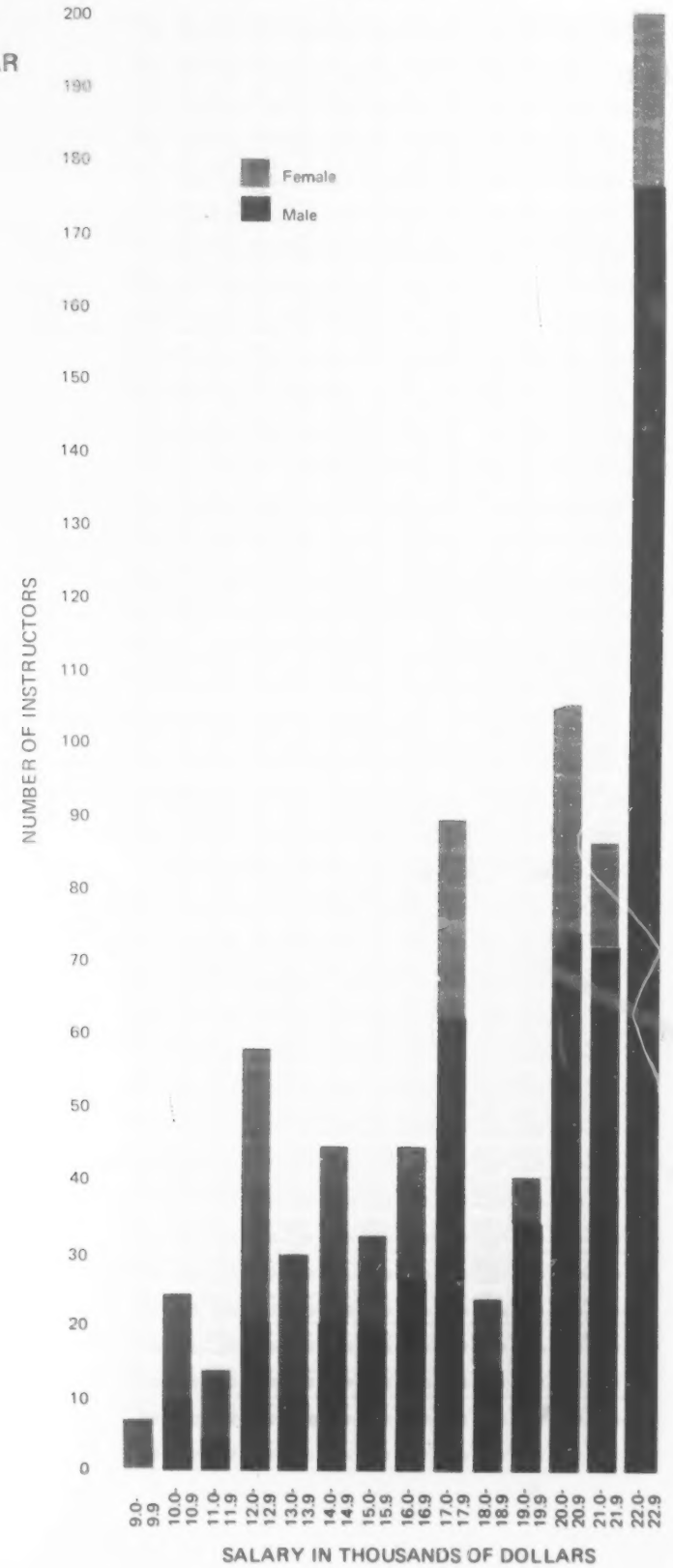


SALARY DISTRIBUTION OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, SEX AND SYSTEM

This review of the salary distribution for full-time instructional faculty on nine-month contracts shows the numbers of men and women in each rank and salary range. Because information for only one year is presented here, analysis of trends is not possible. However, historical salary information is available and can be obtained from the Coordinating Board. A similar presentation for the 1976-77 academic year is contained in **Basic Data Series Report Number 4, Financial Planning Data Book, March 1977** which was published by the Board. The data do not include fringe benefits which are about 20-22 percent of salary.

IV.J.1-J.13 SALARY DISTRIBUTION OF FULL-TIME INSTRUCTIONAL FACULTY ON NINE-MONTH CONTRACTS, ACADEMIC YEAR 1978-79, BY RANK, SEX AND SYSTEM

IV.J.1 COMMUNITY COLLEGE SYSTEM

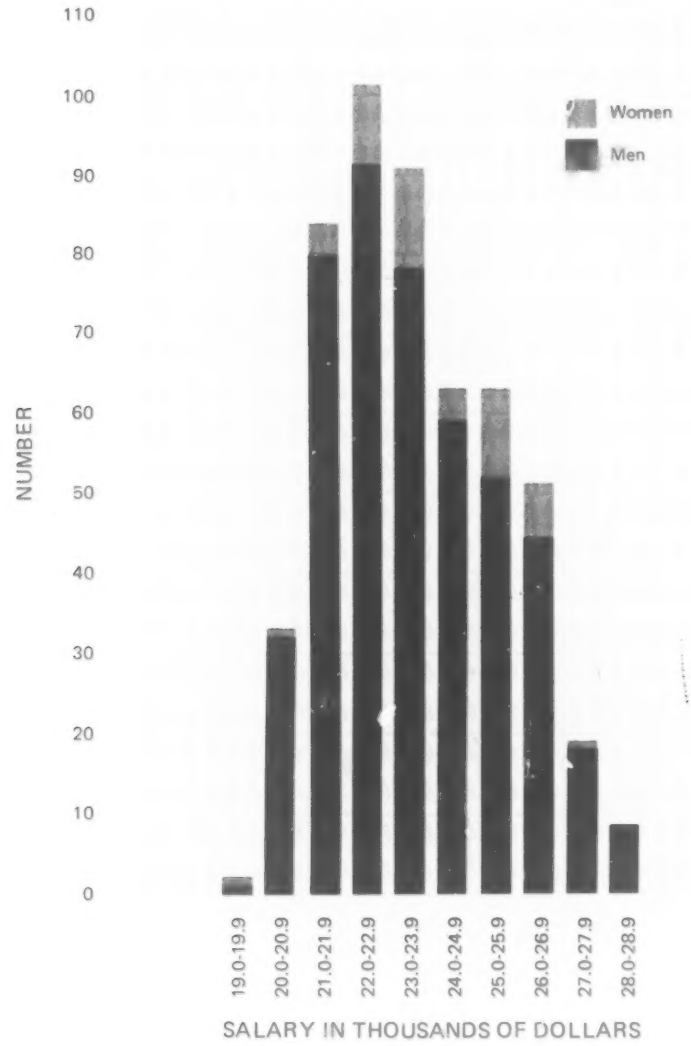


1. Males held the majority of positions in the upper income categories of the community college faculty in 1978-79.

2. Males constituted 68.1 percent of the faculty positions in the community colleges in 1978-79 while women held 31.9 percent of the positions.

Source: HEGIS 2300-3.

IV.J.2 STATE UNIVERSITY SYSTEM PROFESSORS

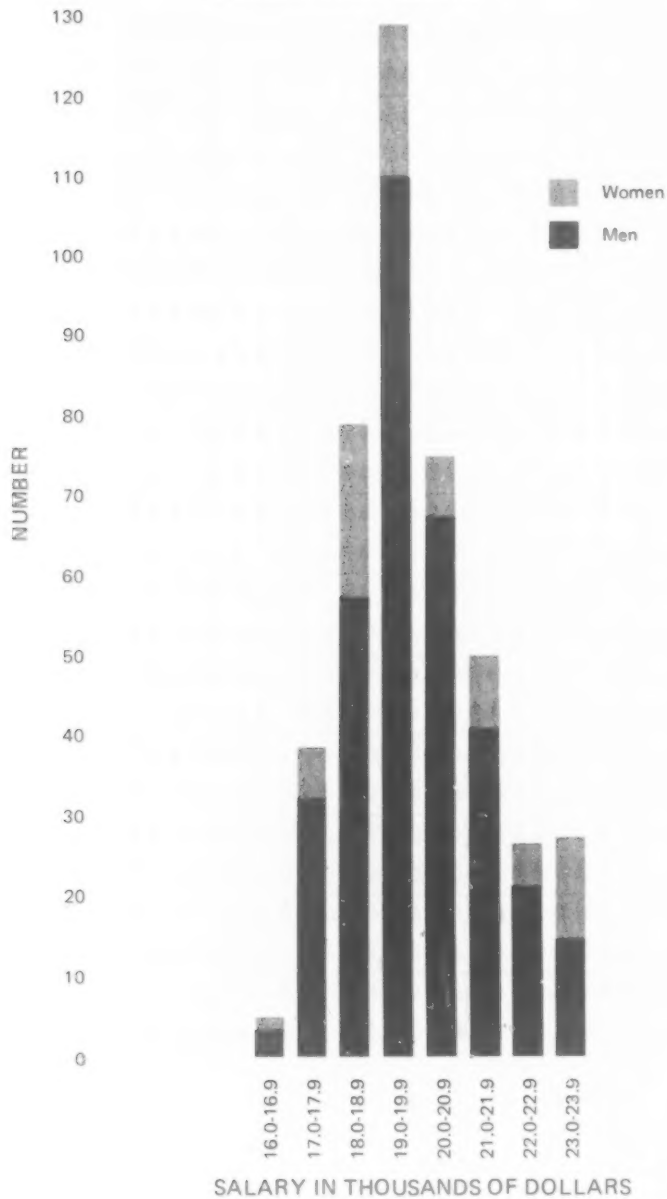


1. The largest number of professors in the State University System in 1978-79 was in the income range of $22,000 to $22,999.

2. Males comprised 90 percent of the professors in the State University System in 1978-79 while females made up 10 percent.

Source: HEGIS 2300-3.

IV.J.3 STATE UNIVERSITY SYSTEM
ASSOCIATE PROFESSORS

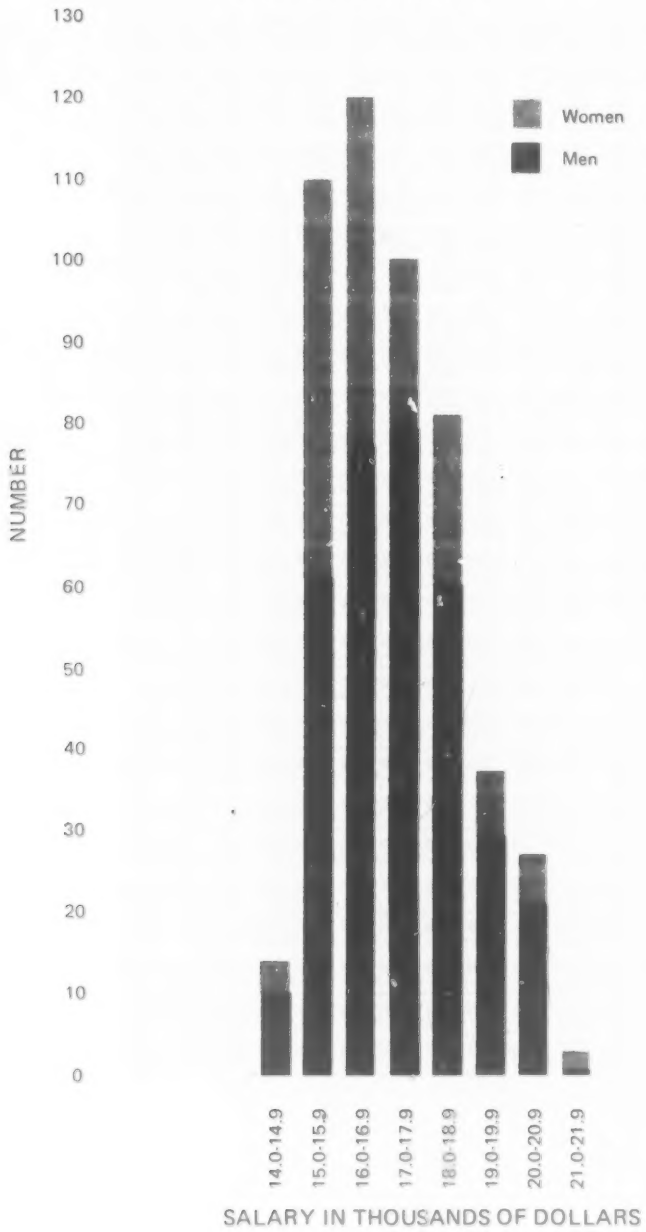


1. The largest proportion of associate professors in the State University System in 1978-79 earned between $19,000 and $19,999.

2. Females made up 17.9 percent of the associate professors in the State University System in 1978-79; males comprised 82.1 percent of the total.

Source: HEGIS 2300-3.

IV.J.4 STATE UNIVERSITY SYSTEM
ASSISTANT PROFESSORS



1. The largest percentage of assistant professors in the State University System in 1978-79 was in the $16,000 to $16,999 income range.

2. Females comprised 30.6 percent of the assistant professors in the State University System in 1978-79 while males made up 69.4 percent.

Source: HEGIS 2300-3.

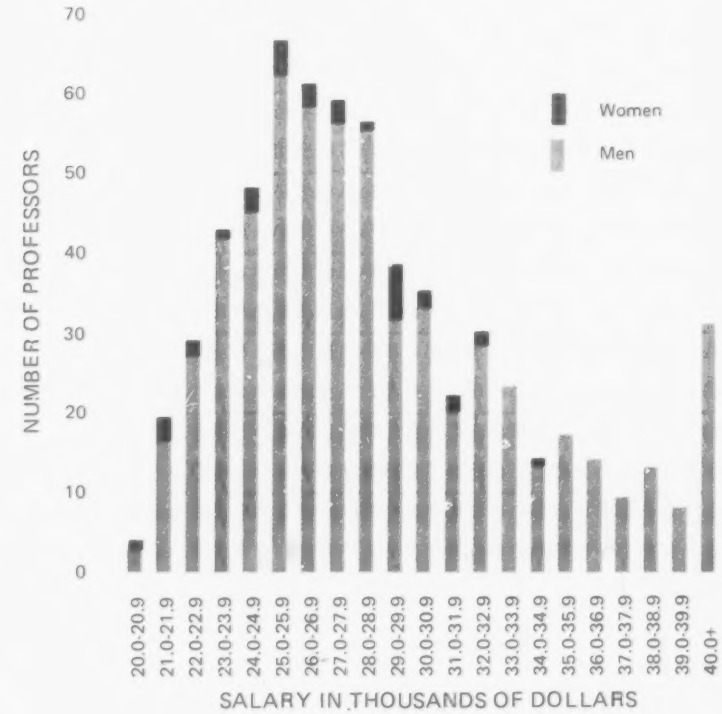
IV.J.5 STATE UNIVERSITY SYSTEM INSTRUCTORS

1. Females comprised slightly less than half the instructors in the State University System in 1978-79.

2. The largest percentage of instructors in the State University System in 1978-79 was in the $13,000 to $13,999 salary range.

Source: HEGIS 2300-3.

IV.J.6 UNIVERSITY OF MINNESOTA PROFESSORS



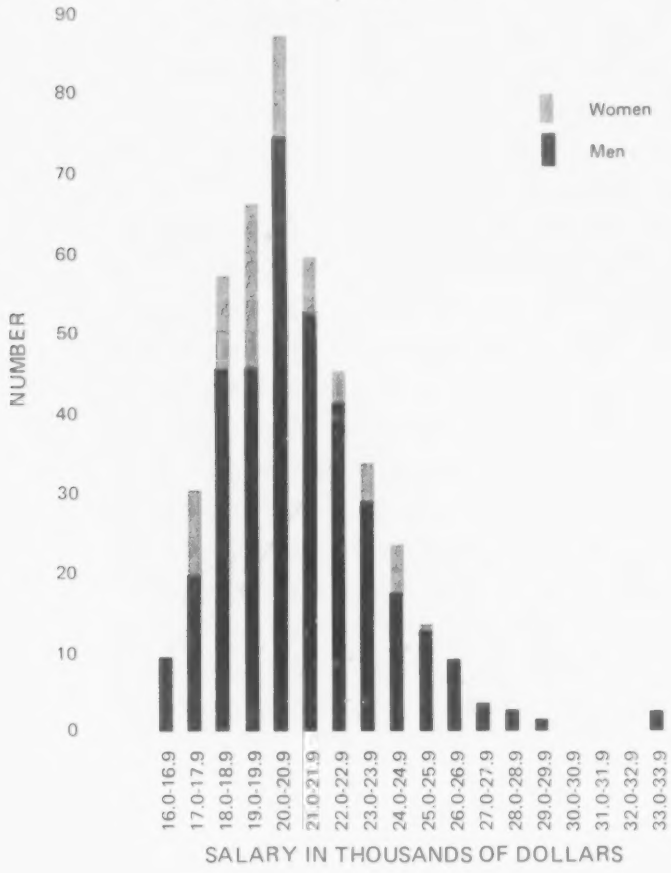
1. There were no female professors in the six highest salary categories in the University of Minnesota in 1978-79.

2. Females comprised 5.3 percent of the professors in the University of Minnesota in 1978-79.

3. The largest proportion of professors in the University of Minnesota in 1978-79 was in the $25,000 to $25,999 salary range.

Source: HEGIS 2300-3.

IV.J.7 UNIVERSITY OF MINNESOTA
ASSOCIATE PROFESSORS



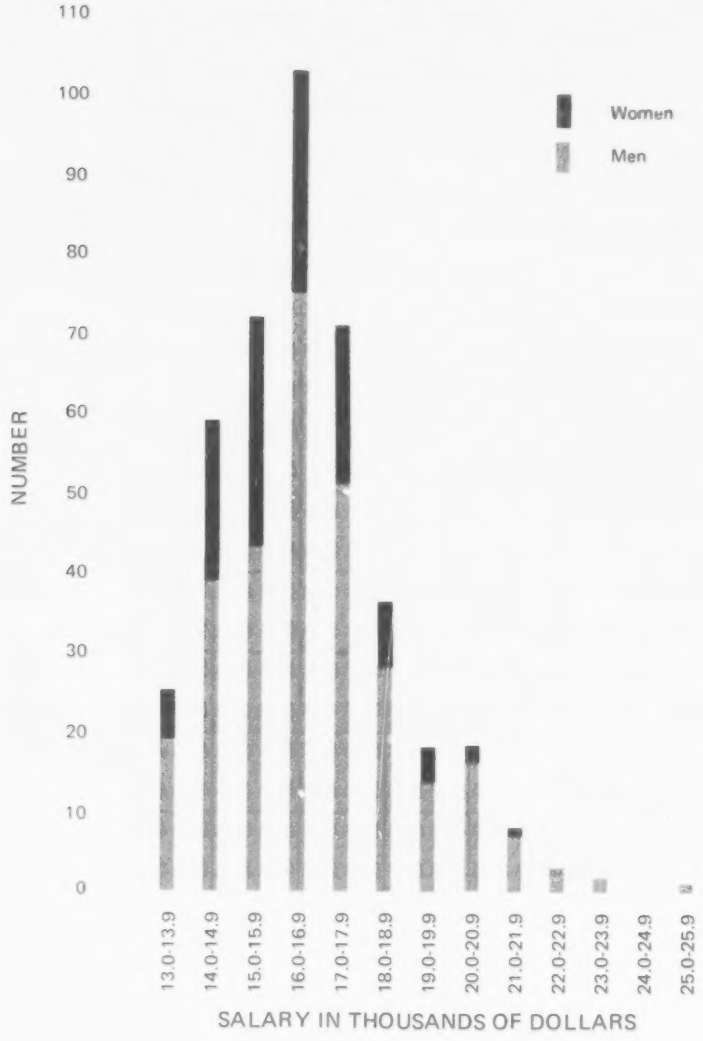
1. The largest proportion of associate professors in the University of Minnesota in 1978-79 was in the salary range of $20,000 to $20,999.

2. No females were represented in the five highest income ranges for associate professors in the University of Minnesota in 1978-79.

3. Males made up 83.5 percent of all associate professors at the University of Minnesota in 1978-79.

Source: HEGIS 2300-3.

IV.J.8 UNIVERSITY OF MINNESOTA
ASSISTANT PROFESSORS



1. The largest percentage of assistant professors in the University of Minnesota in 1978-79 was in the $16,000 to $16,999 salary range.

2. Females comprised 28.4 percent of the assistant professors in the University of Minnesota in 1978-79 while males comprised 71.6 percent of the total.

3. No females were represented in the three highest salary ranges for assistant professors in the University of Minnesota in 1978-79, and few females were in the top seven categories.

Source: HEGIS 2300-3.

IV.J.9 UNIVERSITY OF MINNESOTA INSTRUCTORS

1. Females outnumbered males at the instructor rank in 1978-79 at the University of Minnesota; 52.5 percent of the instructors were females.

2. Most instructors at the University of Minnesota in 1978-79 earned between $11,000 and $16,000; males outnumbered females in the $16,000 and above salary ranges.

Source: HEGIS 2300-3.

IV.J.10 PRIVATE FOUR-YEAR COLLEGES PROFESSORS

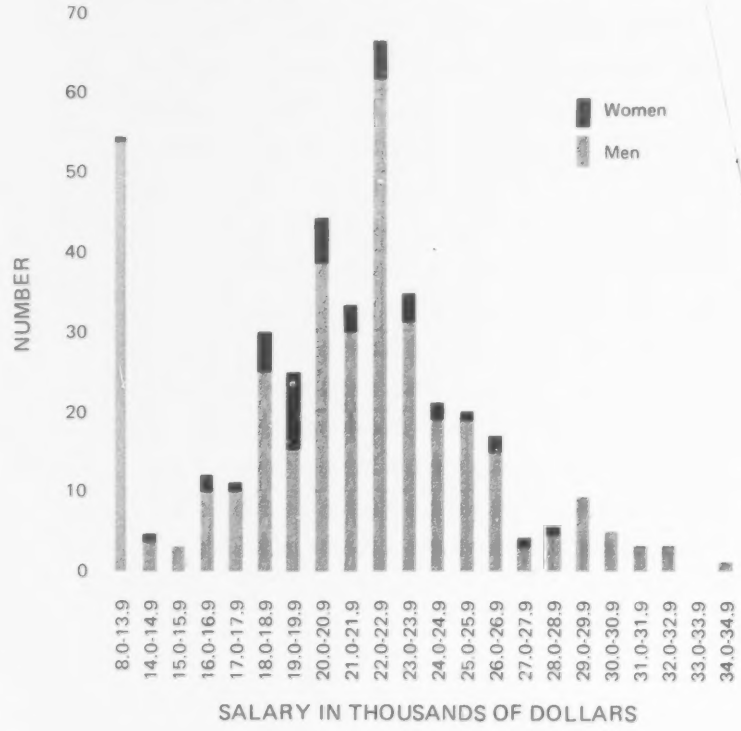
1. Females comprised 10.6 percent of all professors in private four-year colleges in 1978-79.

2. The largest proportion of professors in the private colleges in 1978-79 was in the salary range of $22,000 to $22,999.

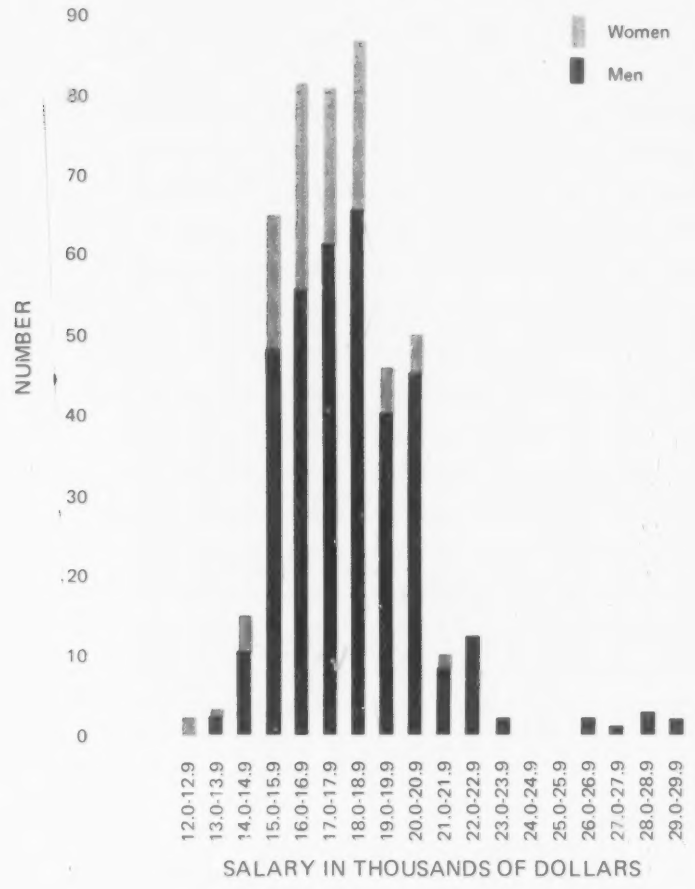
3. No female professors in the private four-year colleges in 1978-79 earned more than $29,000, and few earned above $21,000.

4. The largest proportion of female professors in the private four-year colleges in 1978-79 earned between $19,000 and $19,999.

Source: HEGIS 2300-3.



IV.J.11 PRIVATE FOUR-YEAR COLLEGES
ASSOCIATE PROFESSORS



1. Females made up 23 percent of all associate professors in the private four-year colleges in 1978-79.

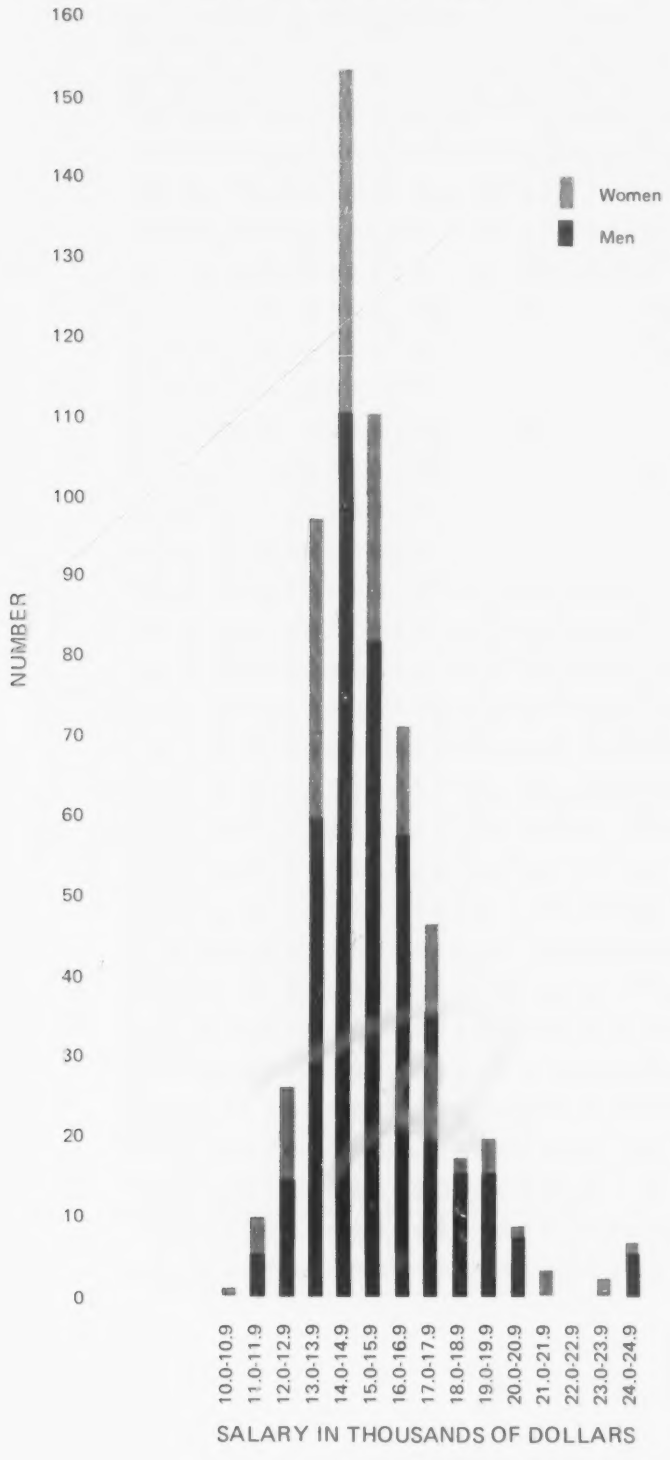
2. The largest percentage of associate professors in the private four-year colleges in 1978-79 earned between $18,000 and $18,999.

3. There were no females in the six highest salary ranges for associate professors in private four-year colleges in 1978-79.

4. Most female associate professors earned between $15,000 and $19,000 in 1978-79 in the private four-year colleges.

Source: HEGIS 2300-3.

IV.J.12 PRIVATE FOUR-YEAR COLLEGES
ASSISTANT PROFESSORS

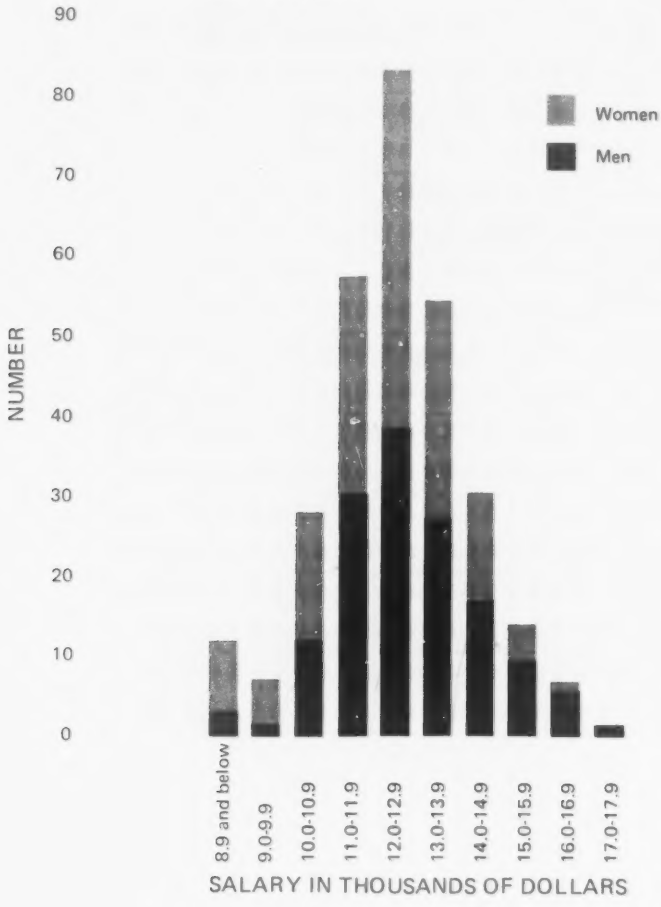


1. The largest percentage of assistant professors in the private four-year colleges in 1978-79 was in the $14,000 to $14,999 salary range.

2. Twenty-eight percent of all assistant professors in the private four-year colleges in 1978-79 were females.

Source: HEGIS 2300-3.

IV.J.13 PRIVATE FOUR-YEAR COLLEGES INSTRUCTORS



1. Males and females were represented in approximately equal proportions at the instructor rank in the private four-year colleges in 1978-79.

2. Most instructors in the private four-year colleges in 1978-79 earned between $12,000 and $12,999.

Source: HEGIS 2300-3.

SECTION V. DEGREES AND OTHER AWARDS

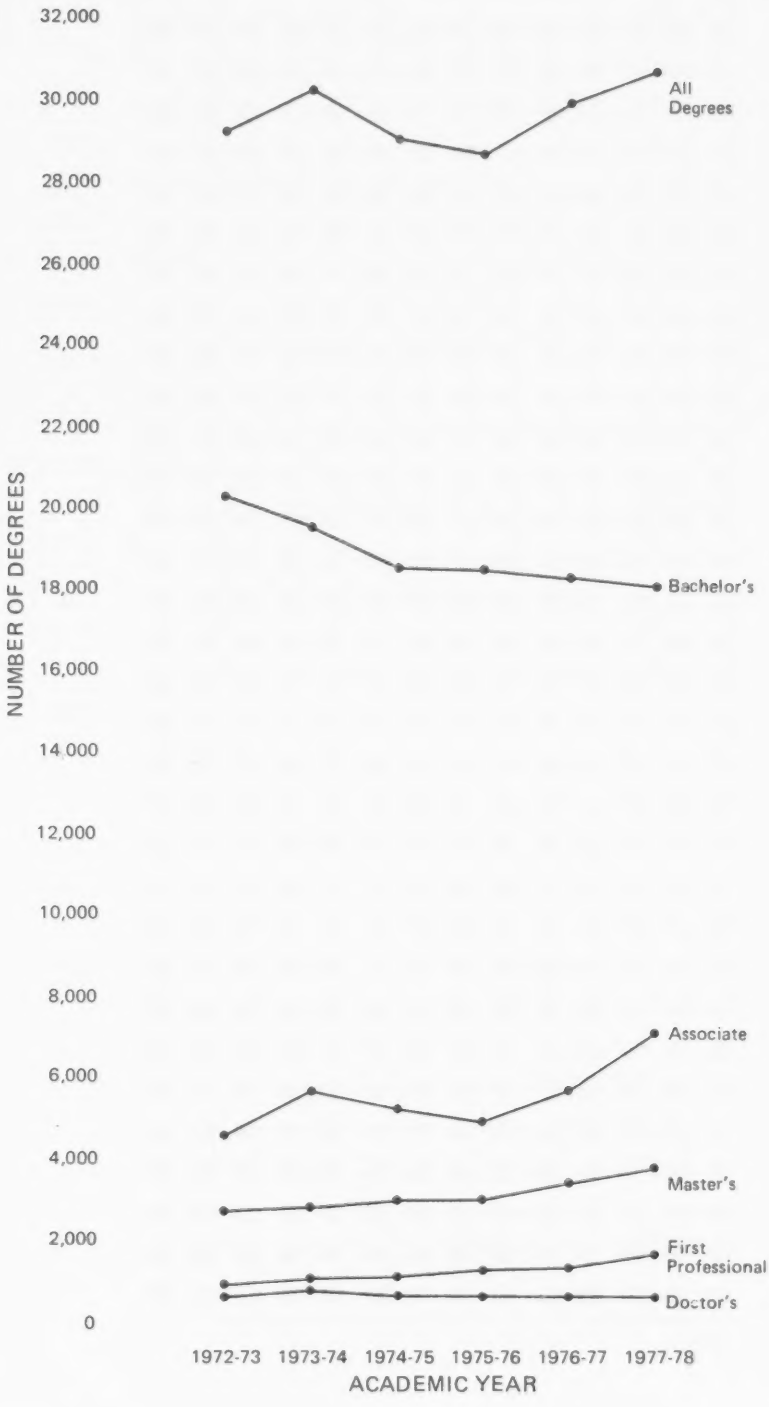
INTRODUCTION

A review of degrees and certificates granted by Minnesota post-secondary educational institutions shows how student interests have changed over time and the extent to which fluctuations have occurred in fields of study among undergraduate, graduate and professional programs. Data on degrees and certificates in this section are organized by type of degree, study field, sex and system for the period 1974-1978. The percentage of all degrees is presented by level for 1973 to 1978, and the percentage of total degrees and certificates awarded also is shown by racial/ethnic group for 1977 by system.

The measure of area vocational-technical institute graduates is "completions." This is defined as those students who have received sufficient training for employment objectives.

Analyzing changing patterns of degrees and other formal awards conferred on students demonstrates in part how well the state is achieving its goal of preparing skilled manpower. Also, the information in this section helps assess in part the state's success in ensuring broad access to educational opportunities for all groups regardless of race or sex.

V.A.1 TOTAL DEGREES AND OTHER AWARDS, 1973-1978, BY LEVEL



1. The total number of awards granted by all Minnesota collegiate institutions fluctuated between 1972-73 and 1977-78 with a low point in 1975-76 and a high point in 1977-78.

2. The total number of awards conferred in 1977-78 exceeded the total number awarded in 1973 by approximately 1,500 degrees.

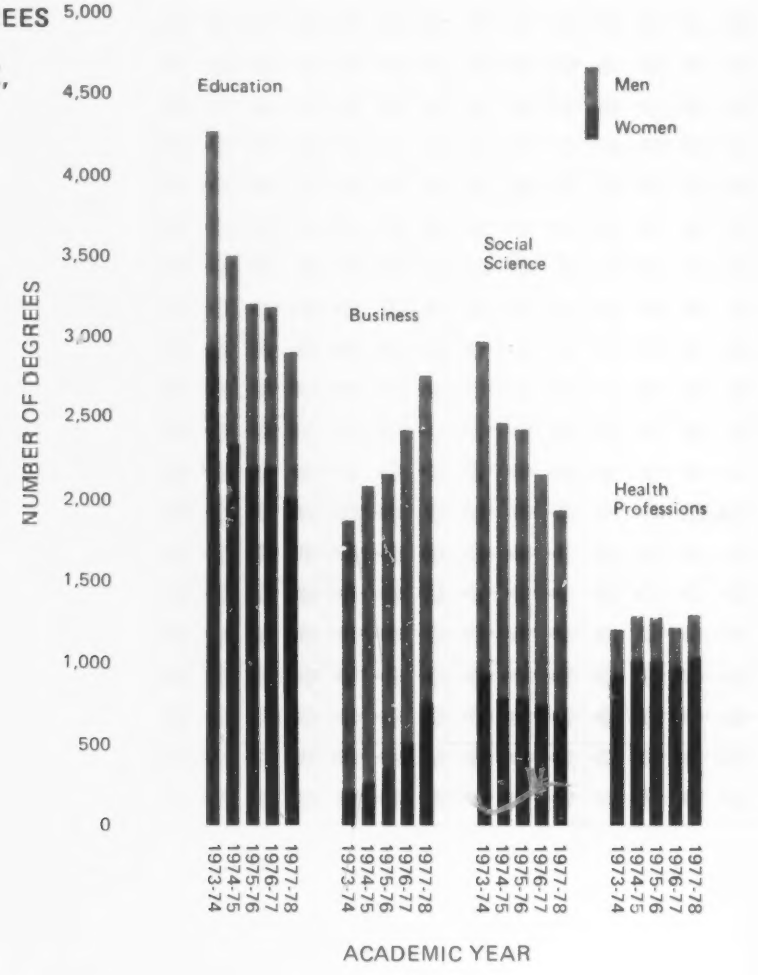
3. The number of bachelor's degree recipients from all Minnesota institutions decreased by about 1,900 between 1972-73 and 1977-78.

4. The number of associate, master's and first professional degrees conferred increased between 1973 and 1978.

5. The number of doctoral degrees awarded remained stable between 1972-73 and 1977-78.

Source: HEGIS 2300-2.1.

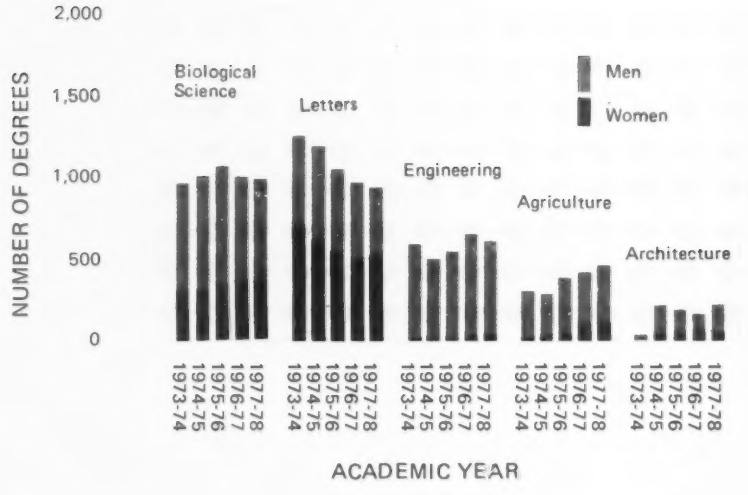
V.B.1 NUMBER OF BACHELOR'S DEGREES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX, ALL SYSTEMS



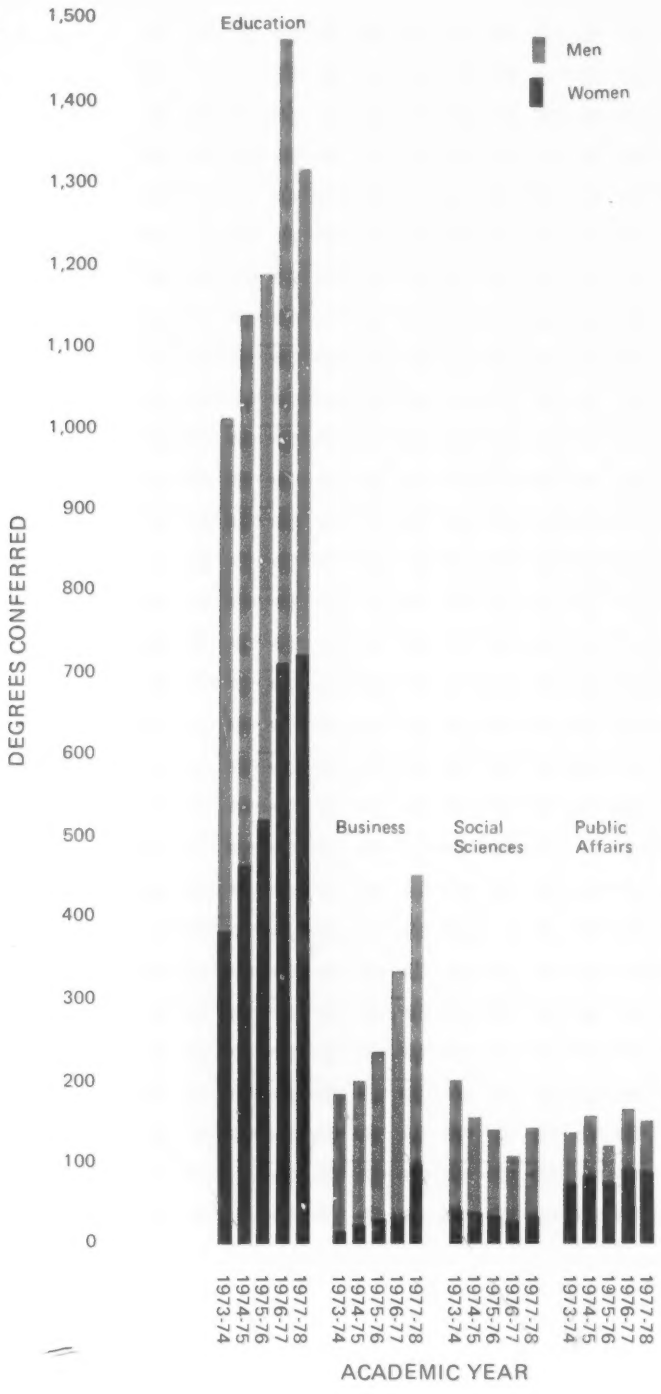
1. Total bachelor's degrees awarded in education, social sciences and letters dropped sharply between 1973-74 and 1977-78.

2. The number of women earning bachelor's degrees in business more than tripled between 1973-74 and 1977-78.

Source: HEGIS 2300-2.1



V.C.1 NUMBER OF MASTER'S DEGREES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX, ALL SYSTEMS



1. Master's degrees conferred in business nearly tripled between 1973-74 and 1977-78.

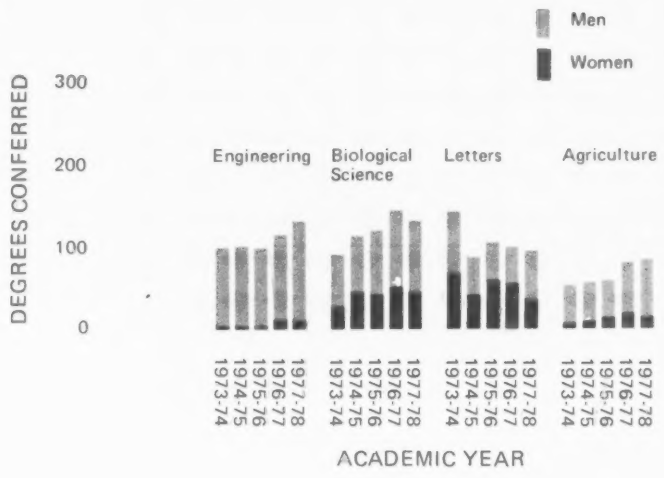
2. The number of women earning master's degrees in business increased more than eight-fold during the period.

3. The total number of master's degrees conferred in education dropped for the first time in 1977-78 after increasing between 1973-74 and 1976-77; however, the number of women earning master's degrees in education continued to grow during the entire period.

4. Women now earn more than half of all master's degrees awarded in education.

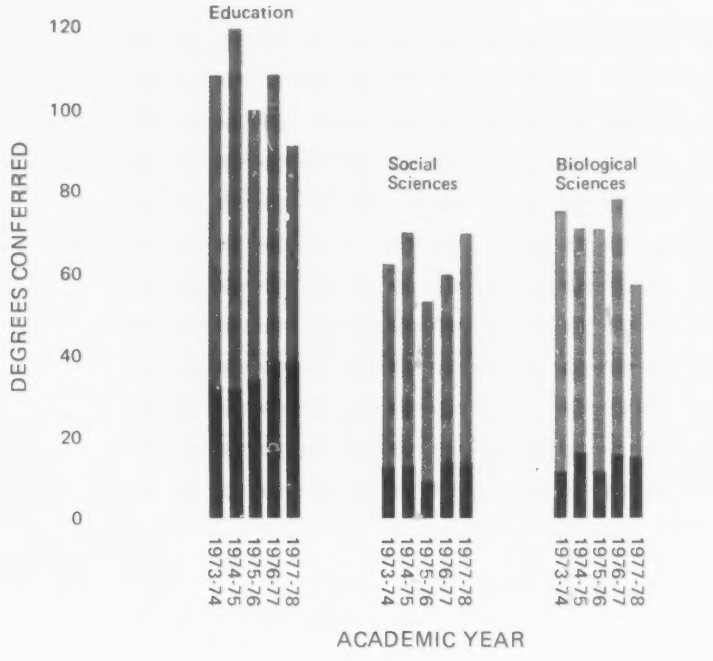
Source: HEGIS 2300-2.1.

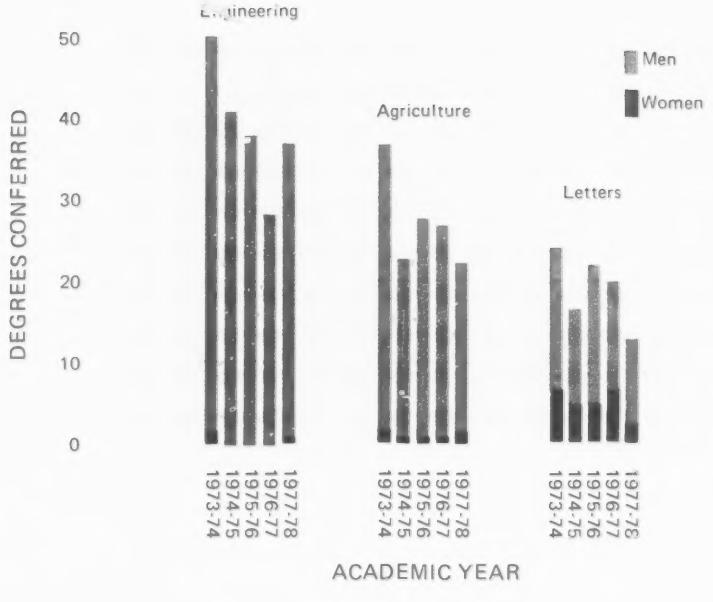
V.C.1 NUMBER OF MASTER'S DEGREES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX, ALL SYSTEMS



Source: HEGIS 2300-2.1.

V.D.1 NUMBER OF DOCTORATES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX, ALL SYSTEMS

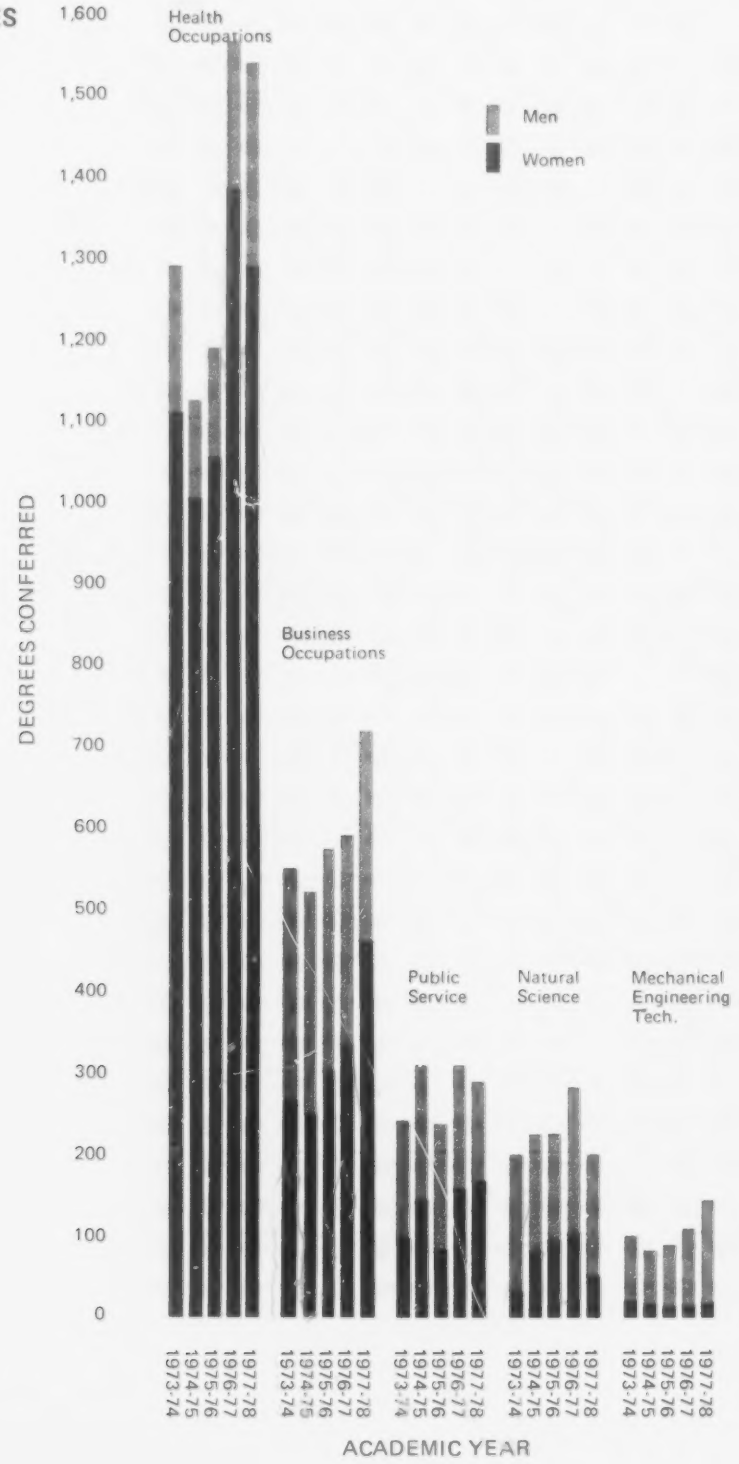




1. The number of doctoral degrees awarded declined in each selected field between 1973-74 and 1977-78 except social sciences which remained roughly stable.

Source: HEGIS 2300-2.1.

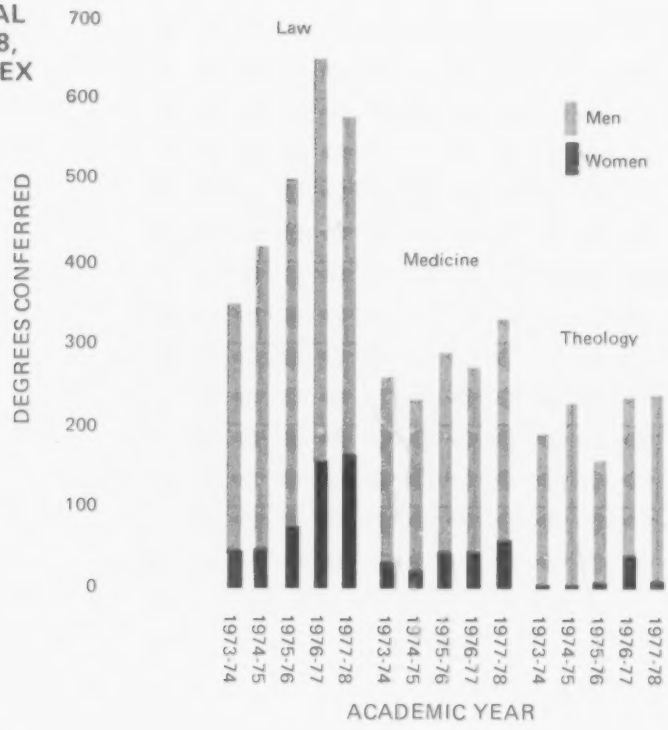
V.E.1 NUMBER OF ASSOCIATE DEGREES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX, ALL SYSTEMS



1. More than twice as many associate degrees were granted in health occupations than in the next largest field of study, business occupations, between 1973-74 and 1977-78.

Source: HEGIS 2300-2.1.

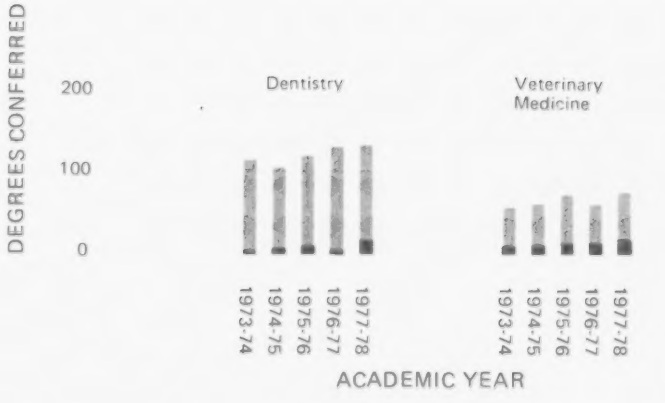
V.F.1 NUMBER OF FIRST PROFESSIONAL DEGREES CONFERRED, 1974-1978, BY SELECTED DISCIPLINE AND SEX



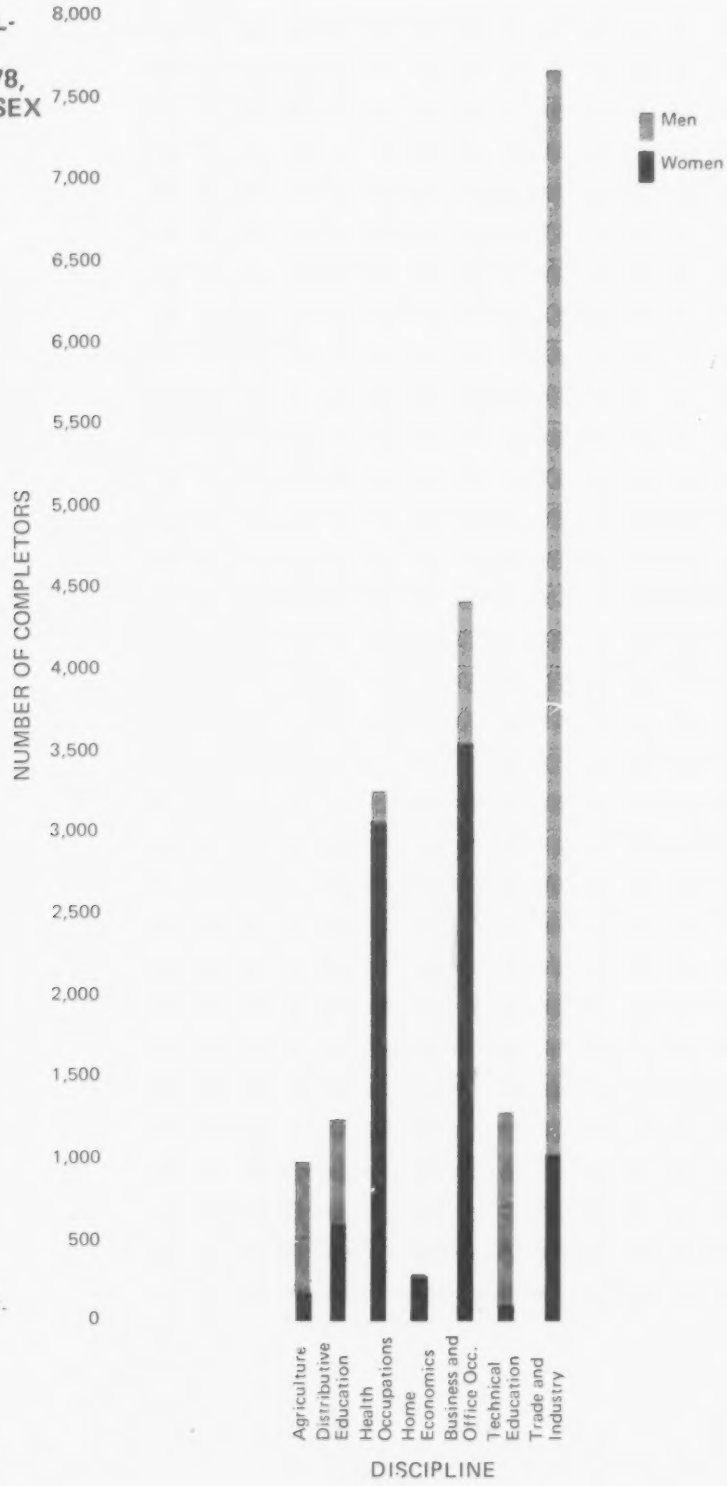
1. The number of graduates in nearly all the selected professional fields of study increased between 1973-74 and 1977-78.

2. Degrees conferred in law rose sharply between 1973-74 and 1976-77 but declined between 1976-77 and 1977-78.

Source: HEGIS 2300-2.1.



V.G.1 NUMBER OF AREA VOCATIONAL-TECHNICAL INSTITUTE COMPLETORS, FISCAL YEAR 1978, BY SELECTED DISCIPLINE AND SEX



1. Most area vocational-technical institute completors are prepared for trade and industry, business and office and/or health occupations.

2. Female completors of AVTI programs dominate in health occupations and business and office and home economics occupations; male completors dominate in trade and industry, technical education and agriculture.

3. Females in Fiscal Year 1978 made up 46.4 percent of all AVTI completors.

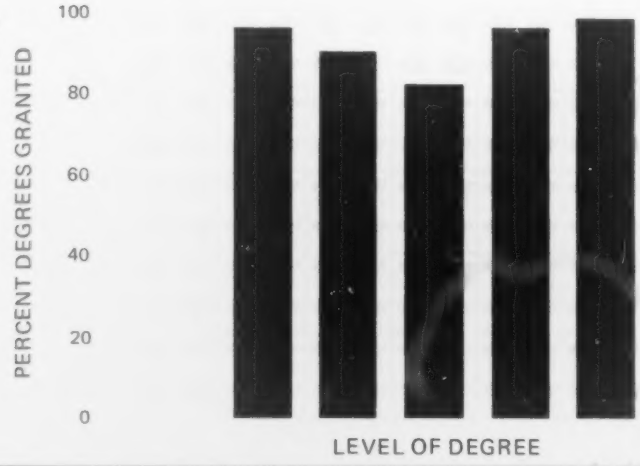
Source: Department of Education, Division of Vocational-Technical Education.

V.H.1-H.6 PERCENTAGE OF DEGREES CONFERRED, 1977, BY LEVEL AND RACIAL/ETHNIC GROUP, ALL SYSTEMS

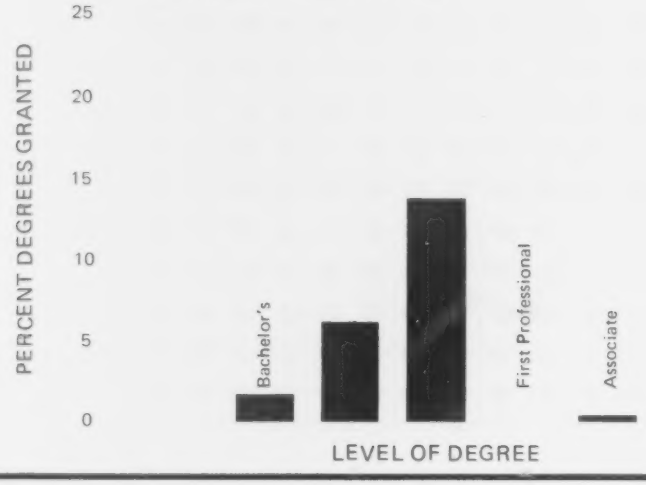
1. At least 90 percent of Minnesota college graduates at all levels except doctorate were white in 1977.

Source: HEGIS 2300-2.1

V.H.1 WHITE



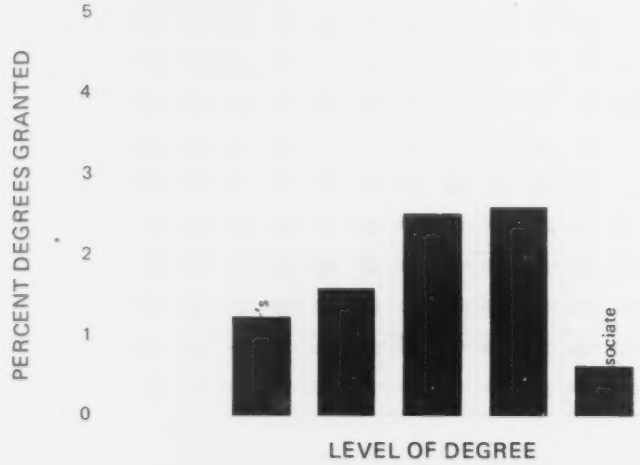
V.H.2 NON-RESIDENT ALIEN



1. Among doctoral degree recipients, non-resident aliens formed a larger group than any other minority group.

Source: HEGIS 2300-2.1

V.H.3 BLACK



1. Blacks as a percentage of degree recipients increased as the level of degree increased in 1977.

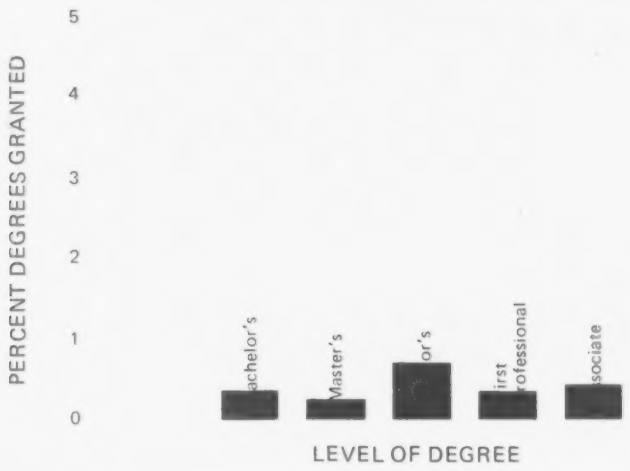
2. In no category did blacks constitute more than 2.6 percent of all degrees granted in 1977.

Source: HEGIS 2300-2.1.

V.H.4 AMERICAN INDIAN/ALASKAN NATIVE

1. The representation of American Indians and Alaskan Natives was greatest at the doctoral level in 1977; these groups received 0.6 percent of degrees awarded.

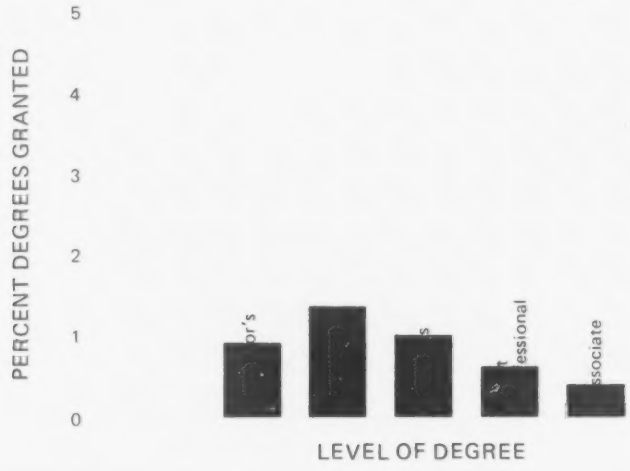
Source: HEGIS 2300-2.1



V.H.5 ASIAN AMERICAN/PACIFIC ISLANDER

1. Asian American or Pacific Islanders did not constitute more than 1.5 percent of graduates in any degree field in 1977.

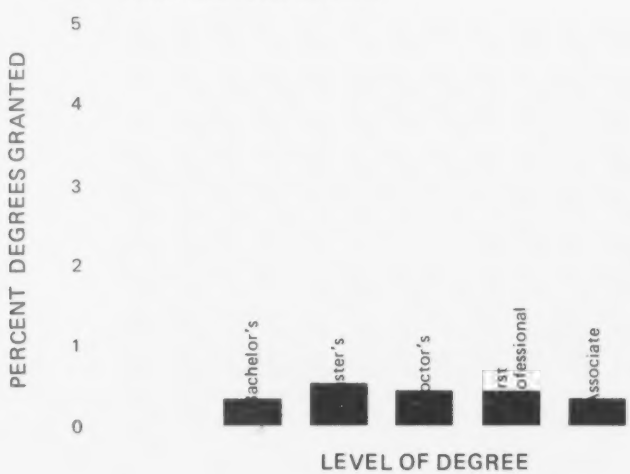
Source: HEGIS 2300-2.1



V.H.6 HISPANIC ORIGIN

1. Graduates of Hispanic origin made up 0.5 percent or less of total degree recipients for all levels of degrees in 1977.

Source: HEGIS 2300-2.1



LIST OF SOURCES

The data used to develop the graphs in this publication were obtained from several sources. Following is a list:

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Minnesota Department of Education, Division of Vocational-Technical Education.

Minnesota Department of Finance, Public Employee Study, 1979.

Minnesota Higher Education Coordinating Board, **A Review of Tuition Alternatives for Minnesota Post-Secondary Education,** August 18, 1978.

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Minnesota Higher Education Coordinating Board, **Guidelines for Determining Need for Post-Secondary Educational Services in Minnesota,** December 1977.

Minnesota Higher Education Coordinating Board, Official Statement for Series 1979 Student Loan Revenue Bonds.

Minnesota Higher Education Coordinating Board, **Planning for the 1980s,** January 1979.

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Minnesota Higher Education Coordinating Board, Program Inventory.

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Minnesota Higher Education Coordinating Board, **Staff Technical Paper, A Review of Tuition Alternatives for Minnesota Post-Secondary Education,** August 18, 1978.

Minnesota Higher Education Coordinating Board, **Unit Cost Study,** Fiscal Year 1977.

Minnesota Higher Education System Offices:

State Board for Community Colleges, Office of the Chancellor.
State University Board, Office of the Chancellor.
University of Minnesota, Office of Management Planning and Information

Minnesota Statewide Testing Program

National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), 1973-1978.

2300-2.1 Degrees and Other Formal Awards Conferred
2300-2.3 Opening Fall Enrollment and Compliance Report of Institutions of Higher Education
2300-3 Salary, Tenure and Fringe Benefits of Full-Time Instructional Faculty in Institutions of Higher Education
2300-4 Financial Statistics of Institutions of Higher Education

1979 Legislative Appropriations Requests from Minnesota's Post-Secondary Education Systems.

University of Minnesota, **Annual Financial Report.**